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ABSTRACT

This annotated bibliography contains 247 citations of research-based literature on the use of wilderness for personal growth, therapy, education, and leadership development. The annotations are divided into 2 periods: 1995-2001 (60 citations) and prior to 1995 (187 citations). Within each period, the entries are categorized according to the principal research method used: experimental or quasi-experimental, comparative analysis, internal comparison, qualitative analysis, program evaluation or description, subjective evaluation, evaluation of research or knowledge, proposed model or explanation, reference books, and unable to identify. The entries were drawn from scientific journals, conference and workshop proceedings, published reports and monographs, books and book chapters, theses and dissertations, unpublished papers, and trade journals and popular magazines. A review of the materials shows that studies have focused on development of various aspects of self-concept and on development of appropriate and adaptive social skills. Many studies focused on recidivism in criminal behavior, but few addressed effects on substance abuse and dependence. In the later period, there was a growing trend toward examining effects on participants' lives after the experience. Other trends include a growing use of qualitative methodology, an increase in research published in peer-reviewed journals, and increased rigor in data sources and methodology. Few long-term studies were noted. Appendices contain a bibliography of 84 additional literature sources and an index. (Author/SV)

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Studies of the Use of Wilderness for Personal Growth, Therapy, Education, and Leadership Development: An Annotation and Evaluation

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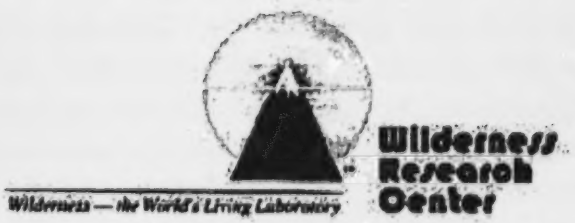

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This study is a revised edition of previous research by Friese, Pittman and Hendee (1995) in their original publication: *Studies of the use of wilderness for personal growth, therapy, education and leadership development: An Annotation and Evaluation.*

Moscow, ID
February 2002

Abstract

Annotations are given for a total of 247 pieces of research based literature, including published material with ideas and facts pertinent to an enhanced understanding of the use of wilderness for personal growth, therapy, education, and leadership development. These outdoor- and wilderness-based programs have been in existence for over 50 years, with strong influences found in the Outward Bound wilderness challenge model brought to the U.S. in the early 1960s, and therapeutic camping, established in 1946 with programs like the Dallas Salesmanship Club. Studies cited herein refer to these types of programs as wilderness therapy, therapeutic wilderness camping, adventure therapy, wilderness adventure therapy, wilderness treatment programs, and wilderness experience programs. These multiple definitions show the diversity in approaches and the creative ways outdoor environments are being used for personal growth, therapy, education, and leadership development. The annotations are divided into two periods: 1) literature prior to 1995 (187 citations) and, 2) literature from 1996-2001 (60 citations). Documents were also evaluated for the type of publication, the source of the data on which they were based, and the principle research method utilized.

These reviews show that past studies have focused on two primary effects on participants: a) the development of various aspects of self-concept, and b) the development of appropriate and adaptive social skills. Many studies also examined recidivism in criminal behavior. Few studies were found on the specific effects of these programs on substance abuse and dependence, a growing problem among adolescents, highlighting the need for future research in this area. Also noted was that studies identified between 1996 and 2001 began to explore how outcomes associated with these types of programs related to participants lives after the completion of the experience. This is an exciting trend that may lend new insights into exploring how specific skills and insights gained from these experiences directly relate to every day life. A growing use of qualitative methodology was also noted, suggesting that these types of experiences and their resultant outcomes are well-suited for this type of research. This compilation of research based literature suggests that much of the research in the field prior to 1995 is reported in non-peer reviewed outlets and "gray" literature, with less than expected in scientific journals and serialized professional outlets. Between 1996 and 2001, an increase in research published in scientific journals was noted, suggesting an improvement in the research methodologies and a growing acceptance by the scientific community of the quality of research in this field. Consistent with this observation is a growing rigor noted in the sources of data on which the findings are based and the principle research methods used (more experiments or comparative studies). Additionally, few long term studies were noted.

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Introduction

The use of wilderness for personal growth, therapy, education and leadership development is a widespread activity with literally hundreds of programs in the United States in both the private and public sectors. The presence and alleged increases in numbers of such programs, and their competition for use of public land, including wilderness, raises important questions with policy implications. For example, what do studies say about the benefits of such programs for participants, their sponsoring organizations and the public? What is the extent of research on such uses? Where has research been reported and what indicators exist about its reliability and validity? This annotated bibliography is part of a larger research effort at the University of Idaho Wilderness Research Center to address these and related questions about the use of wilderness for personal growth.

This annotated bibliography covers research based literature, including published material with ideas and facts deemed pertinent to an enhanced understanding of the use of wilderness for personal growth, therapy, education and leadership development. The annotations cover material in: scientific journals; conference, convention, symposia and workshop proceedings; published reports and monographs; books and book chapters; theses and dissertations; unpublished papers and reports; and pertinent articles from trade journals and popular magazines that describe research findings, facts and important ideas about use of wilderness for personal growth.

More than 200 entries from all of the above sources are annotated or described.

To facilitate assessment of the scientific credibility of the publications we coded the **type of publication**, **source of data** on which the material is based, and the **principle research method** utilized. The codings follow the bibliographic information and annotation.

Type of Publication:

1. *Scientific Journal*: Refereed or peer-reviewed, serialized, or periodical publication.
2. *Conference Proceedings*: Papers presented and published in proceedings of scientific professional conference, conventions, symposia and workshops.
3. *Published Reports and Monographs:* Description of studies, assessments or inquiries that are separately published and available from sponsoring organizations.
4. *Books and Book Chapters*: Reference and books on related subjects and chapters therein.
5. *Theses and Dissertations*: Abstracts of theses and dissertations available from the host institution.
6. *Reports or Unpublished Papers*: Documents from miscellaneous sources. "Grey" literature.
7. *Trade Journals and Popular Magazines*: Publications for trade or general audiences that include facts, findings, ideas and opinions on the subject.

Source of Data on Which the Contribution is Based: This was coded in the following categories from information in the abstract and/or in the parent document when available. Categories are not mutually exclusive, because some studies used several kinds of data.

1. *Questionnaire or Interview Surveys*: Studies using mailed or personally delivered questionnaire, telephone or personal interviews. May or may not include standardized tests.

2. *Observations*: Studies using observations of participants by the researcher, staff or teachers involved in a program under study.
3. *Administrative Records*: Studies utilizing data in records kept by an agency, institution or organization.
4. *Literature Surveys*: Studies utilizing information in books or articles.
5. *Personal or Professional Knowledge*: Descriptive papers based on individual experience, study, ideas, and insight.
6. *Participant-Generated Data*: Studies utilizing self-reports, participant journals, self-reported behavior and reflections.
7. *Combination:* Sources including two or more of the above types.
8. *Unable to Identify:* Literature reporting information not possible to attribute to any of the above sources.

Principal Research Method Utilized: *for Analysis or Evaluation* -- The kinds of analysis/study design or evaluation were coded where possible as follows:

1. *Experimental or Quasi Experimental*: A treatment and control group were compared.
2. *Comparative Analysis*: Data on two or more types of programs are compared and analyzed.
3. *Internal Comparison*: Treatment group only studied (no control) but may include comparison of pre-experience/post-experience data or a series of three or more tests given over time.
4. *Qualitative Analysis*: Used formal qualitative evaluation procedures such as content analysis or delphi technique.
5. *Program Evaluation or Descriptive*: Describes and/or evaluates a program's structure, methods, effects on participants, but with reliance on description, anecdotes, examples etc.
6. *Subjective Evaluation*: Based on author opinions, impressions and/or personal experience.
7. *Evaluation of Research or Knowledge:* a work that evaluates the methods, quality, or conclusions of research done about a given subject.
8. *Proposed Model or Explanation:* A proposed model to explain an observed phenomenon.
9. *Unable to Identify:* Not possible to attribute to above sources.
10. *Books or Reference Books*- may include many data sources, and review of methods and findings.

Bibliographic Search Methods:

In preparing the bibliography, computerized "key word" searches of literature in multiple data sources were utilized, with the computer program Pro-Cite being a principal tool by which data was compiled. The computer search was undertaken in three major university libraries -- the University of Idaho, Washington State University, and the University of Washington- Seattle. The following data bases were searched -- ERIC, PsychLIT, Sociofile, Agricola, Bibliofile, Dissertation Abstracts. We also utilized materials procured from our office library such as books, reprints of articles, copies of reports, etc. Abstracts were downloaded and re-written to convey the main message to the reader. For complete abstracts and article information, please access the full source of the material as identified by the citation.

We thank the following organizations for their cooperation and approval for use of material for which they hold copyright: American Psychological Association; University Microfilms International; Association for Experiential Education, and International Sociological Association; along with many publishers.

Organization of the Material:

The annotations appear alphabetically by senior author and the types of methods used 1)Experimental or Quasi Experimental, 2) Comparative Analysis, 3) Internal Comparison, 4) Qualitative Analysis, 5) Program Evaluation or Descriptive, 6) Subjective Evaluation, 7) Evaluation of Research or Knowledge, 8) Proposed Model or Explanation, 9) Unable to Identify, 10) Books or Reference Books

Annotated Literature by Method and Author 1995-2001

Experimental or Quasi Experimental

- 17 entries

Author: Anderson, Lynn; Schleien, Stuart J; McAvoy, Leo; Lais, Greg; Seligmann, Deborah
Title: Creating positive change through an integrated outdoor adventure program.
Univ.:
Note: Therapeutic-Recreation-Journal. 1997; Vol 31(4): 214-229

Abstract: Reports on the efficacy of an integrated outdoor adventure program in creating positive change for people with and without disabilities. Over the course of the study, 12 Ss with disabilities (aged 27-59) and 14 Ss without disabilities (aged 22-65) participated in the wilderness canoe adventure program. Utilizing a variety of measurements, this 2.5 yr longitudinal study found increases in relationship development, canoeing skills and several quality of life indicators. For Ss with disabilities, social activity and interpersonal relationships were most impacted. For Ss without disabilities, employment, recreation, and tolerance of stress were most impacted.

Method: Experimental or Quasi Experimental
Publication Type: Journal-Article
Source: Unable to Identify
Call: 1998-00997-001

Author: Bennett, Larry W; Cardone, Samuel; Jarczyk, John
Title: Effects of a Therapeutic Camping Program on Addiction Recovery: The Algonquin Haymarket Relapse Prevention Program
Univ.:
Note: Journal of Substance Abuse Treatment 1998, 15, 5, Sept-Oct, 469-474.

Abstract: A group of 13 men & women in substance abuse treatment in Chicago, IL, participated in a 3-day residential program encompassing principles from adventure therapy, therapeutic camping, & relapse prevention. Using data from pre- & postintervention questionnaire, the experimental group was compared to a group of 18 controls who received the usual & customary relapse prevention program. There were no differences in drinking-related locus of control, stress, or problem-solving, but significant improvements in autonomic arousal, frequency of negative thoughts, & alcohol craving. At a 10-month follow-up, the relapse rate (considering the unreachables as relapsed) was 31% for the experimental group & 58% for the controls. These results add to the limited body of research supporting outdoor adventure & therapeutic camping experiences integrated with traditional relapse prevention activities as an adjunct to substance abuse treatment. 2 Tables, 27 References. Adapted from the source document

Method: Experimental or Quasi Experimental
Publication Type: aja Abstract of Journal Article
Source: Questionnaire or Interview Surveys
Call: 99W32076

Author: Cross, Don Reid
Title: The effects of an outdoor adventure program on perceptions of alienation and feelings of personal control among at-risk adolescents.
Univ.:
Note: : Dissertation-Abstracts-International-Section-A:-Humanities-and-Social-Sciences. 1999 Feb; Vol 59(8-A): 2900

Abstract: This study was designed to examine the effects of an outdoor adventure program on perceptions of alienation and personal control among at-risk adolescents. Perceptions of alienation were measured using the Dean Alienation Scale; sense of control was measured by the New Multidimensional Measure of Children's Perceptions of Control. Participants were students, all considered at-risk from an alternative high school on Colorado's Front Range. Results indicated that after experiencing the climbing program, the experimental group was less alienated than their control counterparts. In addition, following the treatment the experimental group demonstrated a stronger sense of personal control than did the control group. Based on these findings, it appears that an outdoor adventure program can have a positive effect on feelings of alienation and control among at-risk adolescents.

Method: Experimental or Quasi Experimental
Publication Type: Dissertation-Abstract
Source: Questionnaire or Interview Surveys
Call: 1999-95003-123

Author: Deschenes, Elizabeth Piper; Greenwood, Peter W.
Title: Alternative placements for juvenile offenders: Results from the evaluation of the Nokomis Challenge Program.
Univ.: California State U, Dept of Criminal Justice, Long Beach, CA, US
Note: Journal-of-Research-in-Crime-and-Delinquency. 1998 Aug; Vol 35(3):-267-294

Abstract: The Nokomis Challenge Program, an innovative correctional program for low- and medium-risk delinquents, was implemented by the Michigan Department of Social Services (DSS) in 1989. An evaluation of the Nokomis Program conducted using a quasi-experimental study of 192 juvenile offenders showed significant cost savings, compared to traditional residential placement, over a 24-month period, but few differences in outcomes. Youths in both groups made positive gains in social adjustment during residential programs, which disappeared by the end of the follow-up period. The results suggest that to derive benefit from short-term alternative placements, the intensive aftercare component must be strengthened to help prevent youth from relapsing.

Method: Experimental or Quasi Experimental
Publication Type: Scientific Journal
Source: Administrative Records
Call: IS: 0022-4278

Author: Devlin, Ann Sloan
Title: Survival skills training during freshman orientation: Its role in college adjustment.
Univ.:
Note: Journal-of-College-Student-Development. 1996 May-Jun; Vol 37(3): 324-333

Abstract: Examined the ways in which a short, 4-day, Outward Bound-type program for 1st-yr college students affects both their adjustment to college and the remainder of their college career. Ss included 38 freshman who selected the 4-day wilderness orientation precursor, and 35 freshmen who chose not to participate in this additional orientation component (nonprogram participants). Ss a number of experimenter-developed questionnaires to assess the role of the survival skills training in influencing students' attitudes toward the natural environment, and to assess the role of the program in college adjustment and satisfaction. Results indicate that there may be some short-lived advantages to participating in the outdoor program in terms of adjustment, but over the

course of 4 yrs of college, the most long-lasting effect seemed to be friendship formation.

Method: Experimental or Quasi Experimental
Publication Type: Journal-Article
Source: Questionnaire or Interview Surveys
Call: 1996-04124-008

Author: Husted, Scott Warren
Title: The role of challenge as a motivating force in academic engagement for at-risk youth: Outward bound revisited.
Univ.:
Note: : Dissertation-Abstracts-International-Section-A:-Humanities-and-Social-Sciences. 1999 Jul; Vol 60(1-A): 0058

Abstract: In this quantitative study, the Outward Bound wilderness model was used to examine the malleability of goals motivated behaviors, and the linkage between goals and academic performance. Mastery and performance goals orientations are examined. Responses of at-risk high school students to a Goals Orientation/Hope questionnaire, prior to and after completion of a 28-day Outward Bound course, are compared and contrasted to the collective responses of a singular administration of same, to normal mainstream students. Results indicate that Outward Bound positively influences both, but especially affects greater acceptance of mastery driven goals among at-risk students, tethered to an equally greater sense of goal directed commitment (agency).

Method: Experimental or Quasi Experimental
Publication Type: Dissertation-Abstract
Source: Questionnaire or Interview Surveys
Call: 1999-95013-094
Author: Hyer, Lee; Boyd, Stephanie; Scurfield, Ray; Smith, Dale; Burke, Jim
Title: Effects of Outward Bound experience as an adjunct to inpatient PTSD treatment of war veterans.
Univ.:
Note: Journal-of-Clinical-Psychology. 1996 May; Vol 52(3): 263-278

Abstract: Evaluates the efficacy of the Outward Bound experience (OBE) as an adjunct to specialized inpatient posttraumatic stress disorder (PTSD) treatment. Ss were 219 survivors of chronic combat-related PTSD. One group of Ss was provided a 5-day OBE, while a control group was provided with standard inpatient milieu therapy. Results show that a 5-day OBE did not produce results different from standard treatment of PTSD survivors. Ss rated the experience as positive, however, saying it enabled them to do more physically and to be more in control of their behaviors and their depression.

Method: Experimental or Quasi Experimental
Publication Type: Journal-Article
Source: Unable to Identify
Call: 1996-00465-003

Author: Kelley, Michael P; Coursey, Robert D; Selby, Peter M.
Title: Therapeutic adventures outdoors: A demonstration of benefits for people with mental illness.
Univ.:
Note: Psychiatric-Rehabilitation-Journal. 1997 Spr; Vol 20(4): 61-73

Abstract: 57 people with serious and persistent mental illness receiving outpatient treatment in psychosocial rehabilitation programs participated in an outdoor adventure program involving weekly day-long outings for 9 wks. Significant increases in scores on the Self-Efficacy Scale, the 2 subscales of the Physical Self-Efficacy Scale, The Generalized Self-Efficacy Scale, and the Rosenberg Self-Esteem Inventory were seen in the experimental group compared to controls. There were also significant reductions in scores on the Anxiety and Depression subscales of the Brief Symptom Inventory (BSI) in the experimental group compared to controls. Patients with affective or

schizoaffective disorders showed an increase in scores on the Trust and Cooperation Scale, and decreased BSI Hostility and Interpersonal Sensitivity.

Method: Experimental or Quasi Experimental
Publication Type: Journal-Article
Source: Questionnaire or Interview Surveys
Call: 1997-05758-009

Author: Miramontes, LisaMarie Patricia.
Title: The influence of a wilderness experience on adolescents' self-efficacy and desire for control
Univ.:
Note: Includes abstract./ Includes bibliographical references (leaves: 60-67)./ Dissertation: Thesis (M.A.)--California State University, Chico.

Abstract: Wilderness experiences have been repeatedly demonstrated to have a positive impact on participants' sense of self. Most of the challenges experienced on such trips are perceived as more difficult than they actually are. The current study attempted to demonstrate that a 12-day outdoor adventure trip would result in an increase in participants' self-efficacy and desire of control. While the first hypothesis was not significantly reported, interesting trends were found. Strong relationships were found between the variables, and these relationships were stronger after the wilderness trip. Those with experience benefited more than those without experience. The relationship between the variables was much stronger for the participants who had previous experience. Implications for future directions and interpretation of the current findings are discussed.

Method: Experimental or Quasi Experimental
Publication Type: Book
Source: Questionnaire or Interview Surveys
Call: OCLC: 36398349

Author: Mossman, Elaine
Title: An Evaluation of the Outdoor Adventure Challenge Programme (OACP) at Rolleston Prison.
Univ.:
Note: 13p.; In: Exploring the Boundaries of Adventure Therapy: International Perspectives. Proceedings of the International Adventure Therapy Conference (1st, Perth, Australia, July 1997); see RC 021 699. Publication Year: 1998

Abstract: The New Zealand Department of Corrections commissioned an outcome evaluation of an outdoor adventure challenge program (OACP) on 84 participating inmates at Rolleston Prison. The program consisted of 2 weeks of fitness training, skill development, and challenge experiences, followed by a 5-day wilderness expedition. Outcome was measured in three ways: reconviction statistics, content analysis of qualitative data, and a true experimental design involving various psychometric measures of attitudinal change. Reconviction data indicated consistently positive though nonsignificant trends in favor of the OACP participants over matched controls. The lack of statistical significance may be due to the relatively low sample sizes, as well as large variability in dependent measures. The qualitative inquiry revealed a variety of perceived positive impacts from participation. Results from psychometric evaluation showed significant improvement in group cohesion, trust, self-efficacy and well-being, and approached significance on motivation to change for the OACP group, whereas no significant improvements were found in the control group. The results provide some support for the use of OACP as a rehabilitative intervention with offenders, as well as contributing to the goal of secure and humane containment. The data also validate the use of OACP as an adjunct to other correctional programs, helping to create the conditions for effective facilitation of other correctional interventions. Contains 15 references.

Method: Experimental or Quasi Experimental
Publication Type: Research Report (143); Conference Paper (150)

Source: Administrative Records
Call: ED424073

Author: Norris, Richard M; Weinman, John A.
Title: Psychological change following a long sail training voyage.
Univ.:
Note: Personality-and-Individual-Differences. 1996 Aug; Vol 21(2): 189-194

Abstract: 51 18-24 yr old trainees completed various psychometric questionnaires prior to and following a transatlantic voyage in order to build on earlier studies examining the role of self-esteem, coping, and a number of other psychological functions including emotional well-being. Results, as compared with controls tested at 2 equivalent times, indicate that the expected significant improvement in self-esteem was demonstrated, as were improvements in coping. There was a trend toward reduction in psychological distress and there was no evidence of adverse effects.

Method: Experimental or Quasi Experimental
Publication Type: Journal-Article
Source: Questionnaire or Interview Surveys
Call: 1996-06155-004

Author: Paxton, Todd Sawyer
Title: Self-efficacy and outdoor adventure programs: A quantitative and qualitative analyses.
Univ.:
Note: Dissertation-Abstracts-International-Section-A:-Humanities-and-Social-Sciences. 1999 Jan; Vol 59(7-A): 2717

Abstract: This research investigated transference of gained self-efficacy from an outdoor adventure program into the daily lives of the participants of an outdoor adventure program. The quantitative phase of the study consisted of a quasi-experimental design which included a control group. The qualitative phase of the study consisted of a telephone interview lasting an hour. Those interviewed were participants of Voyageur Outward Bound programs that had attended an outdoor adventure course that was at the minimum of 21 days in length. The findings of this research indicate that self-efficacy gained while on an adventure program does transfer into the participants' every day lives. This research also demonstrates that the participants' self-efficacy continues to increase one year after the completion of their adventure course.

Method: Experimental or Quasi Experimental
Publication Type: Dissertation-Abstract
Source: Questionnaire or Interview Survey
Call: 1999-95001-038

Author: Richardson, Elizabeth DeHart.
Title: Adventure-based therapy and self-efficacy theory test of a treatment model for late adolescents with depressive symptomatology.
Univ.:
Note: Title from electronic submission form.; Vita.; Abstract./ Dissertation: Thesis (Ph. D.)--Virginia Polytechnic Institute and State University, 1999./ Includes bibliographical references.
[Blacksburg, Va. :; University Libraries, Virginia Polytechnic Institute and State University, 1999

Abstract: The primary objective of the current study was to propose and test a model for conceptualizing changes that occur as a result of adventure-based therapy (ABT), using self-efficacy theory as the conceptual foundation. Other objectives were to test the effects of ABT on depressive symptomatology and related psychosocial variables (e.g., anxiety, self-esteem). One-hundred and nine college freshmen participated in the screening procedure. Subjects who indicated mild to severe depressive symptomatology on a self-report measure and did not report past history of trauma were invited to participate in the study. Forty-one individuals were randomly assigned to either the adventure-based therapy (ABT)

condition (i.e., a one-day ropes course experience) or to a placebo-control condition (i.e., an extended walk outdoors in a group). Subjects were divided into two cohorts, each with treatment and control groups, because of safety requirements related to capacity on the ropes course. Self-report instruments were completed immediately prior to participation (i.e., pretest), immediately following participation (i.e., posttest), and at 2-weeks and 2-months post participation. Primary multivariate analyses of variance performed on state and trait dependent measures did not yield statistically significant interactions; therefore, resul's indicated that ABT may not significantly decrease depressive and anxious symptomatology in late adolescents with depressive symptomatology. However, data were further analyzed for exploration in light of the generally low statistical power and group differences suggested by graphic displays of data. Exploratory analyses suggested that ABT may increase efficacy for coping with anxiety created by novel situations and efficacy for working and problem-solving in a group. It was therefore suggested that self-efficacy theory warrants further consideration as a theoretical framework for explaining changes that occur as a result of ABT. In addition, exploratory analyses suggested that ABT may also reduce anxiety and general psychological distress. Finally, depressive symptomatology decreased for individuals in the ABT treatment group and the placebo-control group according to exploratory analyses; however, there were no differences between groups. Further exploration of the potential effects of ABT on depressive and anxious symptomatology and general psychological distress is warranted. Access: http://scholar.lib.vt.edu/theses/available/etd-041

Method: Experimental or Quasi Experimental
Publication Type: Internet Resource: Computer File
Source: Questionnaire or Interview Surveys
Call: OCLC: 41630423

Author: Russell, Keith C. ; Hendee, John

Title: Testing wilderness discovery: a wilderness experience program for youth-at-risk in the Federal Job Corps /
Univ.: University of Idaho
Note: Technical Report 24, April, 1997./ This publication is issued as Contribution No. 823 of the Idaho Forest, Wildlife and Range Experiment Station, College of Forestry, Wildlife and Range Sciences, University of Idaho, Moscow 83844-1130./ Includes bibliographical references. 37 p. : p., ill., graphs ;, 28cm.

Abstract: Wilderness Discovery (WD) is a seven-day wilderness experience program specifically designed to empower and strengthen the skills and motivation of youth-at-risk in the Federal Job Corps. Wilderness Discovery was developed in 1993 when we ran six trips at the Curlew Job Corps Center. On the strength of positive results in that feasibility study, we implemented a two-year pilot program and study during which we ran thirty-nine additional trips at four Job Corps Centers, including: Curlew Job Corps Center on the Colville National Forest in Washington, 1993-95; Trapper Creek Job Corps Center on the Bitterroot National Forest in Montana, 1994-95; Timberlake Job Corps Center on Mt. Hood National Forest in Oregon, 1994-95; and in 1995, the downtown Atlanta Job Corps Center run by the Management and Training Corporation.

Job Corps is a flagship program of the Federal Department of Labor where at more than 130 residential centers nationwide, unemployed young people aged 16-24 can voluntarily reside and receive vocational and educational training. Students may remain in the program for two years, during which time they can earn a GED Certificate and be trained in social and living skills as well as earning pre-apprentice status in trades such as carpentry, construction, building maintenance, nursing, clerical applications and many other vocations.

Wilderness Discovery was designed to supplement Job Corps training with a soft skills, low-stress, low-risk wilderness experience designed to improve self-esteem, cooperation, social skills, and to empower and strengthen the

ongoing training students are already receiving. The focus of a Wilderness Discovery experience is a 20-25 mile, seven-day backpacking trip, including camping for six nights on the trail, sharing of camp and cooking chores and completing some work to give back to the wilderness. Contact with the wilderness is emphasized by using tarps for shelter in lieu of tents, no flashlights or watches to foster living by natural rhythms, and a primarily vegetarian, low-sugar and low-caffeine diet. All forty-five trips were run on the national forests in designated wilderness, with a few trips in roadless areas.

Group circles were conducted daily, giving students a chance to speak out and for leaders to assess how they were doing individually and as a group. The opportunity to practice social skills in a neutral environment was a powerful experience for the students. Fears, hopes, dreams, and goals were shared with the group in an open and non-threatening setting. A community ethic evolved, and the group became a family. Completion of the trip culminated with discussions of what they had learned, and what metaphors could be taken back to their daily lives on center.

The analysis of student journals revealed consistent themes in their content appropriate to the wilderness experience, with many impressive insights even by students with limited literary skills. Analysis of the number of words and number of reflective comments by students indicated that women students took more advantage of journaling opportunities than men, with the young, black women from the Atlanta Job Corps Center excelling in this compared to women at other centers.

Exit interviews revealed that, even with a pre-trip orientation, most students reported the WD experience was different than they thought. High points of the experience included swimming, completing climbs to enjoy views from a ridge top, and working together as a group. Students reported valuable lessons from WD they said they would bring back to center and apply to their daily lives, include improving communication with other students and authority figures; a more positive attitude toward the opportunities provided by Job Corps; and a sense of accomplishment. Students liked the quiet opportunity in wilderness to reflect on their role in Job Corps and their future.

Wilderness Discovery participants were matched with control students to see if participating in WD impacted their retention in Job Corps. Wilderness Discovery participants had 35 percent less early terminations at Curlew in 1993, and an average reduction in early terminations for participants in Wilderness Discovery in 1994 of 23 percent, compared to matched control groups.

In a focus group process, the Wilderness Discovery steering committees of Job Corps Staff at each center came to a consensus on many positive benefits gained by WD participants compared to non-participants, and these benefits were then linked to five critical variables in a benefit/cost model developed for Job Corps by Mathematica (1982). Based on all the above evidence, modest adjustments of 1%, 3% and 5% were made in critical variables in the Mathematica (1982) benefit cost model, with simulation indicating substantial economic benefits from participation in Wilderness Discovery. An analysis comparing variable costs with simulated dollar returns of providing Wilderness Discovery suggested a benefit/cost ratio of 1.36, indicating that benefits exceeded costs, under the study's assumptions.

From all the above evidence, we drew eight conclusions as a result of the pilot program and study: (1) Wilderness Discovery is a feasible adjunct to the larger Job Corps program; (2) Wilderness Discovery supports Job Corps' goals and supplements Job Corps academic, vocational, and social skills curricula; (3) The soft skill approach embodied in Wilderness Discovery works well for Job Corps student participants; (4) The wilderness setting (naturalness, solitude, remoteness) is vital to Wilderness Discovery's goal of leaving the culture behind; (5) Positive effects on students participating in Wilderness Discovery are documented; (6) Simulations using the Mathematica (1982) benefit/cost model for Job Corps suggests surplus benefits over costs for Wilderness Discovery as an adjunct to Job Corps; (7) Wilderness Discovery received unanimous support by students as a good

program for Job Corps and positive endorsements for its numerous benefits by staff; and (8) Wilderness Discovery is ready for more widespread implementation with ac focus on evaluation of long-term effects.

Method: Experimental or Quasi Experimental
Publication Type: Book
Source: Combination
Call: SD 12.I2T4 no.24

Author: Sveen, Robert L; Denholm, Carey J.
Title: Testing the theoretical fit of an abseiling harness: A study of an Australian primary and secondary prevention program.
Univ.:
Note: Journal-of-Primary-Prevention. 1997 Win; Vol 18(2): 213-225

Abstract: A theoretical model of prevention addressing adolescents at-risk of offending was developed and used to assess a primary and secondary prevention program. Maturational changes were gauged over a 12-mo period of 44 male and 18 female Australian adolescent volunteers between the ages of 15-25 years. Significant differences between the treatment and control groups in the psychometric areas of general self-esteem and self-actualization were found establishing positive program effect on participants. Further, the long term effect of this program in preventing participants initial contact with court proceedings or reducing further involvemept respectively, over a 12-mo period was substantiated.

Method: Experimental or Quasi Experimental
Publication Type: Scientific Journal
Source: Unable to Identify
Call: IS: 0278-095X

Author: Wilson, Sandra-Jo; Lipsey, Mark W.
Title: Wilderness challenge programs for delinquent youth: A metaanalysis of outcome evaluations.
Univ.:
Note: Evaluation-and-Program-Planning. 2000 Feb; Vol 23(1): 1-12

Abstract: Evaluations of wilderness challenge programs were meta-analyzed to assess the impact on delinquent behavior. The meta-analysis included 28 studies that employed a comparison group in an evaluation of the effectiveness of a wilderness challenge program for 10-18 yr old problem youth. The overall mean effect size for delinquency outcomes was 0.18, equivalent to a recidivism rate of 29% for program participants vs 37% for comparison Ss. The most influential program characteristics were the intensity of the physical activities and whether the program included a distinct therapeutic component.

Method: Experimental or Quasi Experimental
Publication Type: Journal-Article
Source: Unable to Identify
Call: 2000-08036-001

Author: Russell, Keith Carlton
Title: Assessment of treatment outcomes in outdoor behavioral healthcare.
Univ.: University of Idaho
Note: . Technical Report 27, Idaho Forest Wildlife and Range Experiment Station, Moscow, ID

Abstract: This publication describes and reports results from a study of client outcomes in eight participating Outdoor Behavioral Healthcare (OBH) programs, utilizing the Youth Outcome Questionnaire (Y-OQ) (Burlingame, Wells, & Lambert 1995). A pre-post, repeated measure, one-way ANOVA research design was used to assess 858 clients who received OBH treatment from May 1, 2000 to December 1, 2000. The clients enrolling in the eight OBH programs during the period of this study were predominantly male (69%) and between the ages of 16-18 (75%). Clients entered treatment with a variety of disruptive behavioral, mood and substance abuse disorders as their primary psychiatric diagnoses. Most prevalent were those diagnosed with Oppositional Defiant Disorder

(30%), some form of substance abuse or dependence disorder (26%), and Depression or Dysthymic Disorder (15%). Of the 723 clients for whom there were data available on diagnoses, 48 % also had a secondary diagnoses. Over half (57%) of the OBH clients had a history of outpatient treatment, and 17 % had utilized inpatient services prior to OBH treatment.

Client self-report mean Y-OQ scores at admission were 69.81; mean discharge scores were 49.74, indicating an average score reduction of more than 20 points. Parents perceived much more symptom improvement than did clients. Parent assessment Y-OQ mean scores at admission were 101.19 and their mean discharge scores were 48.55, indicating an average reduction of 52.64 points. Thus, parents rated the clients presenting symptoms as more severe than did the clients themselves, but they perceived symptoms at discharge that were very similar. . Client self-reported Y-OQ scores across all ages show similar reductions from admission to discharge, and with exception of 15-year olds, showed a trend of increasing score reductions with increasing age (16 to 19). Parent assessments across all age groups were higher at admission and showed similar reductions at discharge. Female clients report higher Y-OQ admission and discharge scores for both client self-report and parent assessments, and also showed a greater reduction in scores than males. However, discharge scores for females remained higher than for males.

Results of this study indicate that participation in OBH programs led to an important reduction in the severity of behavioral and emotional symptoms, as perceived by the clients, and even more so by their parents as measured by the YOQ questionnaire. A majority (55 %) of OBH clients participating in this study had YOQ scores at discharge compatible with a normal range (46 or below) as established by Burlingame et al. (1995b) in their sample tests of normal populations. When comparing the results of this study to other outcome studies in the literature which used the YOQ, OBH programs showed greater score reductions in similar or shorter treatment durations.

Method: Experimental or Quasi Experimental
Publication Type: Technical Report

Source: Questionnaire or Interview Surveys
Call:

Comparative Analysis
- 5 entries

Author: Anderson-Hanley, Catherine (Cay) M.
Title: Identity development: The comparative effects of two outward bound-type programs and a control condition on college students.
Univ.:
Note: Dissertation-Abstracts-International-Section-A:-Humanities-and-Social-Sciences. 1996 Aug; Vol 57(2-A): 0573

Abstract: A comparative outcome study was conducted to test the effects of two Outward-Bound-type program (OBTP) interventions and a control condition on the ego identity development of 360 college students. The findings lend partial support to the general hypothesis that the identity development of college students can be positively impacted by an OBTP. A significant interaction for the intervention and time factors was found from pre- to post-intervention; however, no evidence of this significant interaction was found when assessed at a three month follow-up. This puzzling finding led to the consideration of several possible alternative hypotheses. Further testing of the significant interaction finding from pre- to post-testing revealed that significant differences occurred in the expected direction for foreclosure.

Method: Comparative Analysis
Publication Type: Dissertation-Abstract
Source: Questionnaire or Interview Surveys
Call: 1996-95016-015

Author: Crisp, Simon
Title: International Models of Best Practice in Wilderness and Adventure Therapy.
Univ.:
Note: Note: 20p.; In: Exploring the Boundaries of Adventure Therapy: International Perspectives. Proceedings of the International Adventure Therapy Conference (1st, Perth, Australia, July 1997); see RC 021 699.

Abstract: Fourteen wilderness and adventure therapy programs in England, Scotland, the United States, and New Zealand were studied to explore critical issues of practice. In view of differences in terminology among countries, various terms and assumptions are defined at length: adventure therapy; wilderness therapy; wilderness-adventure therapy; the continuum of adventure-based practice in terms of "depth" (encompassing recreation, enrichment, and therapy); and unimodal therapy versus multimodal therapy versus adjunctive enrichment. Most programs investigated were multimodal, typically combining wilderness and adventure therapy with parent or family therapy or other group therapies. Unimodal programs tended to be longer-term camping programs. Key findings and conclusions relate to trends in the development of the adventure therapy field, the relative importance of program design versus practitioner competencies, client factors associated with better outcomes, holism versus reductionism in therapeutic approach, client rights and ethical issues, consumer perspectives, and gender and power issues

Method: Comparative Analysis
Publication Type: Research Report (143); Conference Paper (150)
Source: Unable to Identify
Call: ERIC Identifier: ED424052

Author: Russell, Keith Carlton
Title: Theoretical basis, process, and reported outcomes of wilderness therapy as an intervention and treatment for problem behavior in adolescents.
Univ.: UNIVERSITY OF IDAHO (0089)
Degree: PhD Date: 1999 pp: 300
Note: DAI-B 60/12, p. 6060, Jun 2000

Abstract: Wilderness therapy is an emerging intervention and treatment to help adolescents overcome emotional, adjustment, addiction, and psychological problems. Extrapolating data from 40 known programs suggest as many as 12,000 clients annually served, generating 350,000 visitor days of wilderness use and 143

million dollars annually. Despite the growing number of programs, a common and accepted definition is lacking, making comparison of research studies difficult from one program to the next. This study examined the theory, process, and reported outcomes of four leading wilderness therapy programs.

A comprehensive model of wilderness therapy was constructed from cross-case analysis of these data based on factors found in at least three of the four programs. A common theoretical basis of wilderness therapy emerged containing an integration of wilderness programming theory and a clinically-based, eclectic, therapeutic model guided by a family systems approach. The theoretical basis included staff perceptions of clients prior to entering into wilderness therapy as resistant to traditional authority, in immediate crisis, and as possessing an innate goodness. Clients were also perceived as having been in counseling before, thus requiring a unique approach to working with their problem behaviors.

Therapeutic factors of the wilderness therapy process included: a sense of adversity and challenge confronting the client; the use of natural consequences facilitated by wilderness environments allowing authority figures to step back from the role of the provider of consequences; a peer mentoring process; a feeling of group development and cohesion: physical exercise from hiking and a good diet; time for reflection; an emphasis on self care and personal responsibility; skill mastery, particularly primitive skills and the making of fire; and a strong therapeutic relationship between the client and staff.

Common anticipated outcomes included strengthened self-concept by clients, and their acquisition of a variety of new skills and knowledge leading to an understanding of the consequences of their behavior. These realizations lead the to client wanting a better relationship with parents, to continue to grow, be more appreciative, and see personal problems in a different light.

The social importance of wilderness therapy and its emergence as an accepted treatment for more seriously troubled adolescents poses challenges and opportunities for wilderness conservation. Wilderness is being valued for more than just protected biodiversity and recreational opportunity, but also as a healing source for adolescents who are not being reached by traditional therapeutic techniques. (Abstract shortened by UMI.)

Method: Comparative Analysis
Publication Type: Theses and Dissertation
Source: Observations
Call: AAC 9954110

Author: Russell, Keith Carlton
Title: What is wilderness therapy?
Univ.:
Note: *Journal of Experiential Education, 24*(2), 70-79

Abstract: Despite a growing number of programs operating in the United States under the guise of "wilderness therapy," a consistent and accepted definition is lacking. Rehabilitative outdoor-based approaches such as "challenge courses," "adventure-based therapy," or "wilderness experience programs," are often used interchangeably to describe "wilderness therapy." This paper attempts to shed light on this issue by presenting an integrated and consistent definition of wilderness therapy to guide program design and future research efforts. Three trends in the industry were then explored that support the notion that wilderness therapy programs are searching for recognition by state agencies, national accreditation agencies, insurance companies and mental health professionals. These trends support the idea that consistent wilderness therapy practices may be emerging which support the use of a consistent definition.

Method: Comparative Analysis
Publication Type: Scientific Journal
Source: Combination
Call:
Author: Russell, Keith Carlton
Title: Exploring how the wilderness therapy process relates to outcomes.

Univ.:
Note: *Journal of Experiential Education, 23*(3), 170-176.

Abstract: Wilderness therapy is seen as a treatment option for seriously troubled adolescents not being reached by traditional forms of treatment. The research shows that wilderness therapy can improve self-perceptions, increase social adjustment, and reduce recidivism of adolescent participants. However, research on wilderness therapy has not been specific in describing how presenting problems are assessed by wilderness therapy and how therapeutic approaches relate to target outcomes. This paper examined the wilderness therapy process in context to illustrate how the process related to specific outcomes for four client case studies in four wilderness therapy programs. Trends emerged from qualitative data analysis illustrating the importance of alone time and opportunity for reflection and a non-confrontive and caring approach which helped clients establish a trusting relationship with staff. Three outcomes were common across all four client case studies in the form of proposed changes: (a) a better relationship with their family, (b) abstinence from drugs and alcohol, and (c) a desire to try harder and complete school. Four-month follow-up interviews revealed clients doing well, though three had used drugs and alcohol to varying degrees, stressing the importance of structured aftercare services.

Method: Comparative Analysis
Publication Type: Scientific Journal
Source: Combination
Call:

Internal Comparison
- 9 entries

Author: Achuff, Catherine Lee
Title: An exploratory Qualitative Investigation of Specific Components Viewed as Most Effective by Adjudicated Youth in a Therapeutic Wilderness Program.
Univ: Georgia College and State University
Note:

Abstract: The term "wilderness" has been described in terms of both a physical environment; "an area where the earth and its community of life are untrammeled by man, where man himself is a visitor who does not remain" (The Wilderness Act, 1964), and as a metaphor for a place that is unfamiliar. Since Biblical times people have gone into the "wilderness" as a means of penance for transgressions, as a time for renewal and healing, and as a place to experience challenges. The idea of the wilderness as a place for new beginnings inspired the pilgrims to venture into the new world and to migrate to the west during the 19th century. As the Israelites, pilgrims, and pioneers ventured into the wilderness, they were met by many challenges and experienced harsh consequences, yet those who survived relished in the sense of accomplishment and competence they felt from overcoming those challenges.

The Romantic movement of the 19th century re-introduced the "wilderness" as a place of beauty and splendor and a place for one to become whole. Writers such as Whitman (1940) and Longfellow (1967) recorded the beauties and the restorative powers of nature in their works and inspired people to return to the wilderness. The beliefs about the "healing" powers of the wilderness spurred the development of organized recreational camping programs in the United States beginning in the early 19th century. The earliest recreational camping programs were geared toward adolescents. The Outdoor environment was viewed as restorative and healing for young people and many parents sent their children to organized summer camping programs. The challenges and consequences present in the wilderness served as powerful learning tools for adolescents and in the 1920's the wilderness began to be used as therapy for troubled adolescents. This trend continued with the establishment of many therapeutic camping programs for adolescents. In 1961, a program called Outward Bound was introduced to the United States (Davis-Berman & Berman, 1994). The term Outward Bound "was originally used to describe the moment a ship left its moorings and committed itself and its crew to the open sea" (Pacific Crest Outward Bound School. P. 8). Outward Bound provided individuals an opportunity to leave camp and journey into the wilderness to experience the physical and mental challenge of an extended expedition. Outward Bound offered participants an opportunity for self-exploration through both group and solo experiences in the wilderness. Some of the early participants in Outward Bound were adjudicated youth and behavioral changes were noted after completion of a course, when compared with adjudicated youth in traditional correctional placements. Kelly and Baer (1968) conducted a study with juvenile delinquents participating in several Outward Bound programs and found that Outward Bound was effective in reducing recidivism, as well as other negative behaviors in the juvenile delinquents.

Kelly and Baer (1968) set a precedent for research in the field of what is now referred to as "wilderness therapy." Subsequent studies measured effectiveness with such variables as recidivism and behavioral scales (Castellano & Sonderstorm, 1992; Davis-Berman & Berman, 1994; Ewert, 1989; McPeak, Kennedy, Grossman, & Beaulieu, 1991; Whichman, 1991). Effectiveness of wilderness therapy programs has been researched, yet to this date no research exists that attempts to determine how the wilderness experience produces functional change in adjudicated adolescents.

Recent research in the field of psychotherapy and discussions about this research suggest that more time be spent on evaluating effectiveness of programs rather than evaluating the efficacy of programs (Kotkin, 1995; Seligman, 1995). Evaluations in

therapeutic wilderness programs have been challenged to address specific elements to determine which are effective from the participant's perspective (Gillis & Thomsen, 1996). Research in the field of wilderness therapy has placed little emphasis on what adjudicated youth perceive about effectiveness following his or her experience in a wilderness therapy program. This paper will attempt to examine how the wilderness experience is viewed from the participant's perspective.

Method: Internal Comparison
Publication Type:
Source: Questionnaire or Interview Surveys
Call:

Author: Freedman, Evan Brick
Title: The effects of a therapeutic wilderness experience for emotionally disturbed adolescents.
Univ.:
Note: Dissertation-Abstracts-International:-Section-B:-The-Sciences-and-Engineering. 1996 Dec; Vol 57(6-B): 4027

Abstract: This study is an empirical examination of the efficacy of a therapeutic wilderness experience (TWE) for emotionally disturbed adolescents. Using a wait-list control design, data was collected at pretest, posttest and three month follow-up. At these data collection points, TWE participants were asked to fill out the Coopersmith Self-Esteem Inventory and a slightly modified version of the Gross Cohesiveness Scale (GCS). After selecting a set of goals at pretest, students also rated themselves at each collection point using the Goal Attainment Survey Methodology (GAS). Also, participants' individual counselors filled out the Child Behavior Checklist (CBCL). TWE leaders filled out the FIRO-B as a measure of leadership orientation and a demographic questionnaire. The TWE evaluated was a 13-day wilderness experience which served as an integral component of the program's educational and therapeutic curriculum. Posttest results suggested that the TWE had a statistically significant impact on participants' self esteem, perception of group cohesion, and GAS goals. While the GAS goals remained the most stable, there was a significant decline in levels of self esteem and perception of group cohesion at follow-up.

Method: Internal Comparison
Publication Type: Dissertation-Abstract
Source: Questionnaire or Interview Surveys
Call: 1996-95023-235

Author: Fry, Scott K; Heubeck, Bernd G.
Title: The effects of personality and situational variables on mood states during Outward Bound wilderness courses: An exploration.
Univ.: The Australian National U, School of Life Sciences, Div of Psychology, Canberra, Australia
Note: Personality-and-Individual-Differences. 1998 May; Vol 24(5): 649-659

Abstract: Examined intra-individual mood variation across situations and distinguished whether the effect of personality on mood is direct, or whether personality and situational conditions interact to cause mood states among 74 male and 34 female 16-35 yr old Outward Bound participants. By investigating particular stages of 26-day Australian Outward Bound courses, this field study captured a real life manipulation of social and physical activity, 2 of the major situational correlates of positive mood states. Results support a temperamental interpretation of the relationship between extraversion/positive emotionality and positive affect and showed a reduction in negative affect during Outward Bound courses.

Method: Internal Comparison
Publication Type: Scientific Journal
Source: Questionnaire and Interview Surveys
Call: IS: 0191-8869

Author: Gin, Valerie J.
Title: Evaluation of a wilderness program for college students

Univ.: BOSTON UNIVERSITY (0017)
Degree: EdD Date: 1998 pp: 231
Note: DAI-A 59/02, p. 407, Aug 1998

Abstract: The La Vida wilderness program for college students was evaluated in a participant observation case study. La Vida is a twelve-day wilderness backpacking expedition that is part of the core curriculum requirement at a Christian liberal arts college. The purpose of the study was to investigate the relationship between La Vida's goals and the participants' experience.

Most research on wilderness experiences has concentrated on summative studies and has lacked emphasis on the components in the programs. This study evaluated the La Vida program through direct observation of the participants' experience and through the dialogue and writing of the participants themselves. The investigator went on the expedition as a participant recording observations and formative data. Pre-trip and post-trip interviews of each participant were tape recorded. Throughout the expedition participants recorded their experiences through taped conversations, taped informal interviews, taped individual reactions, journal writing, final papers, a group journal and a written evaluation. All recorded data were transcribed and coded. Quantitative measures included self-efficacy measures, Spiritual Well-Being Scale, Spiritual Maturity Index, Individual Reaction Gestalt, Version III, and the American College of Sports Medicine fitness tests. Comparative analyses were utilized between all data sources.

The results of these data revealed a strong relationship between La Vida's goals and the participants' experience. The research questions were answered using goodness of fit with the goals of La Vida. All goals were met, but not all goals were met equally well. Of the eleven goals that were investigated, the data showed that through the participants' experiences nine of the goals were achieved to a major degree and two goals were met to some degree. Goals concerning spiritual maturity, group cooperation, and personal commitment were met to major degrees in the participants' experience.

It was found that the La Vida elements, social factors, individual factors and leadership factors fit together in a meaningful and comprehensive way that enabled La Vida to achieve its goals in the participants' experience. No factor was primary, but each made a contribution to an integrated program.

Method: Internal Comparison
Publication Type:
Source: Combination
Call: AAC 9824328

Author: Harrison, Marion B.
Title: Predictors of self-concept growth in youth at-risk in wilderness therapy programs.
Univ.:
Note: "Department of Health Education and Recreation."/ Vita./ Includes bibliographical references (leaves 44-46)./ Dissertation: Thesis (M.S.)--Southern Illinois University at Carbondale, 1999.

Abstract: participation in Wilderness Therapy programs has been shown to positively affect the self-concept of youth at-risk. The purpose of this study was to determine if the variables of participant age, wilderness staff and referral agent expectations of the participant, and referral agency type (probation office, private, or social service agency) were related to shifts in participant self-concept of youth at-risk on 30-day wilderness therapy programs. The Tennessee Self-Concept Scale (TSCS) was used based on its previous use in research done within the field of Wilderness Therapy. The TSCS was administered between days2-6 of the wilderness therapy program, and between days 27-29 of the program. The wilderness staff took Wichmann's Checklist of Expectations For Youth At-Risk approximately one week before day one of the program, while referral agency staff took the Expectations Checklist approximately 2-3 weeks before day one. The subjects in this study consisted of 30 youth at-risk (26 males, 4 females), 12 referral agents,

and 10 wilderness staff. The study took place at the Spectrum Wilderness Program, at Southern Illinois University's Touch of Nature Environmental Center.

Group pre and posttest scores on the TSCS were compiled and tested using the statistical analysis of a dependent t-test. Correlation and regression tests were run on the scores of wilderness staff and agency staff expectations scale. Regression test were also run on variables of age and referral type. Results did not indicate that participation raised self-concept. Additionally, the results of this study did not show that the factors of participant age, agency and wilderness staff expectations, and participant referral agency type were related to shifts in self-concept of participants.
It is speculated that lack of change in self-concept shown in this study is related to where and when the tests were administered. It is possible that when pretests were administered, significant changes in self-concept had already occurred. In addition, due to anxiety concerning transition from the wilderness environment, it is possible that the posttests were not an accurate sample of participant self-concept. Because dependent variable measures (self-concept) are believed to have been influenced by outside factors and may not be representative, the independent variables (age, agency expectation, wilderness staff expectation, and referral type) should not be dismissed as influential.

Method: Internal Comparison
Publication Type: Book
Source: Questionnaire or Interview Surveys
Call: OCLC: 42845620

Author: Hunter, George Clyde
Title: Outward Bound in juvenile corrections: The potential of a superordinate group task in the reduction of imaginary audience preoccupation in violent delinquent youth.
Univ.:
Note: Dissertation-Abstracts-International-Section-A:-Humanities-and-Social-Sciences. 1996 Dec; Vol 57(6-A): 2371

Abstract: A group of approximately 100 adjudicated male delinquent adolescents ages 14-18 attending a court-ordered Outward Bound program in Northern Florida, were examined for resultant changes in levels of self-consciousness. The Imaginary Audience Scale, consisting of two subscales, the Transient Self and the Abiding Self, was administered to half of the subjects pre-treatment, and the other half immediately following their Outward Bound course. Results showed that participants completing the program, regardless of ethnicity, expressed significantly greater willingness to reveal themselves and take risks in the presence of adults in positions of authority. African American delinquents were less willing to reveal themselves to a mixed-ethnicity audience of peers than Caucasian delinquents, and regardless of ethnicity, the reluctance of all participants to engage in potentially embarrassing behavior in the presence of peers did not improve over the course of treatment. The results were interpreted as supporting the use of Outward Bound and similar programs in juvenile corrections as a means to improve adolescent delinquents' willingness to interact with, and accept help from adults in positions of power and authority.

Method: Internal Comparison
Publication Type: Dissertation-Abstract
Source: Questionnaire or Interview Surveys
Call: 1996-95024-022

Author: Lemmon, Jan; LaTourrette, Diane; Hauver, Sian
Title: One year outcome study of outward bound experience on the psychosocial functioning of women with mild traumatic brain injury.
Univ.:
Note: Journal-of-Cognitive-Rehabilitation. 1996 Jul-Aug; Vol 14(4): 18-23

Abstract: Reports on a 3-day Outward Bound Course with 12 women (aged 31-55 yrs) who had suffered mild traumatic brain injury. Ss

completed a self-evaluation rating tool prior to the course and following the course and an assessment of the effect of the course on their lives and the specific areas of their lives that had changed as a result of the course. The post measure was also completed at 6 mo and 1 yrs after the Outward Bound experience. The 4 variables that remain significantly changed at one yrs are ability to rely on others, self-esteem, ability to solve problems, and understanding of strengths and limitations

Method: Internal Comparison
Publication Type: Journal-Article
Source: Questionnaire or Interview Surveys
Call: 1996-06573-002

Author: McKenney, Priscilla Anne
Title: A program evaluation of an all-girls' outdoor adventure program (Connecting With Courage)
Univ.: PRESCOTT COLLEGE (MASTER OF ARTS PROGRAM) (1181) Degree: MA Date: 1996 pp: 107
Note: MAI 35/01, p. 30, Feb 1997

Abstract: This exploratory study examined a specific outdoor program model, Connecting With Courage (CWC), an adventure education program that aims to foster the self-esteem of young adolescent girls, ages 12-13. Grounded in both qualitative and quantitative methods, this study can be regarded as having a dual focus. One element of the study involved using a standardized test to measure changes in girls' self-esteem over the 14-day period of their program involvement and again three months later. The sample size for the self-esteem assessment had 32 participants.

The complementary element of the study involved the use of interviewing as a qualitative method of supporting results obtained through the standardized quantitative measure. In addition, this research included in-depth interviewing as a method for listening to CWC's student perspectives concerning their experience on an all-girls' adventure education course, as well as its impact on their home life and school. The interview sample had 14 participants. Data analysis involved examining mean test score movement as well as employing interpretive and descriptive methods.

A comparison of course-start and post-course mean scores showed an overall positive movement in the test scores. The interview data analysis provided consistent examples that appear to reflect favorably that CWC had a positive effect on this sample of girls' self-esteem. An overall response from the interview sample was that an all-girls experience created a more 'comfortable' place for girls to explore new skills and take risks on both a physical and emotional level.

Method: Internal Comparison
Publication Type: Dissertation Abstracts

Source: Questionnaire or Interview Surveys
Call: AAC 1381538 ProQuest

Author: Zanyi, Janos J.
Title: Wilderness therapy : a transpersonal model for relapse prevention for alcohol and drug abuse among gay men.
Univ.:
Note: Includes bibliographical references (leaves 261-267)/ Dissertation: Thesis (M.A.)--Sonoma State University, 1996.

Abstract: Previous research has found significant alcoholism and drug addiction among the gay and lesbian community. This study was conducted to determine the benefits of Wilderness Therapy for recovery from alcoholism and drug abuse for gay men. Participants took part in an extended wilderness excursion for 10 days, during which they engaged in solo camping during a portion of the trip. Participants were interviewed using Rogerian techniques of active listening before and after the wilderness experience. The participants of this study reported experiencing a spiritual awakening in the wilderness and now are more eager to apply the principles of the 12 steps of Alcoholics Anonymous to their daily lives as part of their spiritual practice. After a three month and one year review all subjects in the study were able to maintain 100 percent abstinence in their recovery. Wilderness therapy as a transpersonal model was found to be a valuable aid in relapse prevention for gay men's recovery through Alcoholics Anonymous programs.

Method: Internal Comparison
Publication Type: Book
Source: Questionnaire or Interview Surveys
Call: OCLC: 3749900

Qualitative Analysis
- 2 entries

Author: Hendrix, Samuel B. III
Title: Daniel Boone Wilderness Therapeutic Camping Program: A retrospective study of beliefs, attitudes, and values of selected innovators and change agents.
Univ.:
Note: Dissertation-Abstracts-International-Section-A:-Humanities-and-Social-Sciences. 1997 Aug; Vol 58(2-A): 0383

Abstract: The purpose of this qualitative study is to identity the beliefs, attitudes, and values of a select group of innovators and change agents who participated in one therapeutic camping and experiential educational program during the years 1975-77 and what they are doing now. This study was conducted by gathering life histories through individual interviews of a select group of innovators and change agents who participated in the Boone Wilderness Therapeutic Camping Program. The data was analyzed and themes reflective of their beliefs, values, and attitudes are reported. The findings of the study extend the knowledge of the change and diffusion processes by exploring the beliefs, attitudes, and values of innovators And change agents which have received minimal concentration.

Method: Qualitative Analysis
Publication Type: Dissertation-Abstract
Source: Questionnaire or Interview Surveys
Call: 1997-95015-013

Author: Gager, Dan.
Title: Agency policies and wilderness managers' attitudes toward wilderness experience programs : a nation-wide study of the U.S. Forest Service, National Park Service, Bureau of Land Management, U.S. Fish & Wildlife Service.
Univ.: University of Idaho
Note:): Includes bibliographical references (leaves 112-115)./ Dissertation: Thesis (M.S.)--University of Idaho, 1996. xiii, 128 leaves ; p., 29 cm.

Abstract: Wilderness managers' attitudes are an important influence on what uses are allowed in wilderness and how these uses are managed. Wilderness experience programs (WEPs) are controversial for many reasons but mainly for the social and ecological impacts perceived to be associated with them. Other views of Wilderness experience programs see them as an important use of Wilderness and comparable natural areas because of the skills and ethics they instill in their participants.

This study used a questionnaire for a nation-wide study of Wilderness managers to identify how they feel and think about Wilderness experience programs, what agency policies currently regulate WEPs, what concerns managers have about such programs, and what actions would address these concerns. This information will be useful to WEP organizations, which sponsor such programs, as they will have a better understanding of how to work with Wilderness managers and public land agencies in addressing their attitudes, policies and concerns.

The study found that: (1) agency policies and regulations vary among each of the agencies in the type of permits they issue, how permits are issued, the type of fees for permits and also how fees are determined; (2) managers are concerned about the ecological and social impacts caused by WEPs; (3) managers offered insightful, proactive suggestions to address their concerns about WEPs; and (4) managers in general feel that most WEP activities are not Wilderness dependent, however managers' attitudes about WEPs as a Wilderness use and the valuable experiences they provide were generally positive.

Method: Qualitative Analysis
Publication Type: Book
Source: Questionnaire or Interview Surveys
Call: SK 361.G34

Program Evaluation or Descriptive
- 7 entries

Author: Eggleston, Erin J.
Title: Reflections on Wilderness Therapy.
Univ.:
Note: 22p.; In: Exploring the Boundaries of Adventure Therapy: International Perspectives. Proceedings of the International Adventure Therapy Conference (1st, Perth, Australia, July 1997); see RC 021 699. Publication Year: 1998

Abstract: The Whakapakari Youth Programme on Great Barrier Island, New Zealand, is a Maori initiative initially designed to help young Maori, particularly those involved in drug abuse. The program now accepts adjudicated youth, aged 13- 18, from many cultures who experience drug, physical, or sexual abuse and exhibit antisocial or violent tendencies. The wilderness therapy program operates under Maori principles of life, in which participants work together as a whaanau (extended family) for 1 month in order to survive on an island far from the mainland. Eighteen months after a wilderness experience, 10 youths were interviewed to determine which program elements were important in their lives. Participants' descriptions of program benefits refer to relationship-based themes derived from the whaanau experience--helping, talking, listening, trusting, respecting, and disciplined working. The continued application of program benefits back home was problematic, and follow-up was inadequate. Recommendations for improvement include integrating life at home with life on the program; planning for participants' return; following up with interviews by someone who can relate to the participants' experience of the program; having post program support in the form of communication and coordination with other programs; and obtaining acceptance by the "pakeha" (New Zealanders of European heritage) dominated mental health care and youth justice systems of the value of Maori knowledge, accompanied by financial support for Maori- operated mental health services. (Contains 39 references and a glossary of Maori terms.) (TD)

Method: Program Evaluation or Descriptive
Publication Type: Research Report (143); Conference Paper (150)
Source: Questionnaire or Interview Survey
Call: ED424071

Author: Ferguson, Gary
Title: Shouting at the sky troubled teens and the promise of the wild
Univ.:
Note: "Thomas Dunne Books." Class Descrpt: LC: RC489.A38; Dewey: 616.89/00835; NLM: New York : St. Martin's Press, Edition: 1st ed. 19991999 E-627; WS 463

Abstract: In *Shouting at the Sky*, award-winning writer Gary Ferguson spends a season in a wilderness therapy program for troubled teens. In doing so, the author gets close enough to the leaders and the kids in these programs to offer insight into how they work, and with what resulting outcomes.

Method: Program Evaluation or Descriptive
Publication Type: Book
Source: Observations
Call: OCLC: 40339677

Author: Hanna, Robert V.
Title: Process of change and adaptation of adolescent wilderness therapy graduates: A qualitative analysis.
Univ.: Brigham Young University
Note:

Abstract: The process of how a therapeutic wilderness program (TWP) creates change in 'at-risk' adolescents was examined. Eight graduates from a TWP two or more years from the time of the study participated in semi-structured interviews, discussing their experiences in the TWP and the time following the TWP. Gains included self-concept, family closeness,

appreciation for nature/life, interpersonal skills, sense of physical accomplishment, and positive life skills. A theory, emphasizing the role of self-concept, is offered as to how participants and their lives changed as a result of participating in a TWP.

Method: Program Evaluation or Descriptive
Publication Type:
Source: Questionnaire or Interview Surveys
Call:

Author: Kennison, Judith A.
Title: Therapy in the Mountains.
Univ.:
Note: In: Proceedings of the 1995 International Conference on Outdoor Recreation and Education; see RC 020 917.

Abstract: This paper describes experiences from a summer internship in a North Carolina wilderness program for youth 8-18 years of age with a diagnosed learning disability or Attention Deficit Disorder (ADD). Children with ADD are trial and error learners, which makes them excellent candidates for experiential learning. Children with ADD are seekers of stimulation. They are biologically driven to look for the novel and interesting. The greater the perceived risk, the greater the sense of accomplishment. To provide students with a positive intervention, this wilderness program features success-oriented, high adventure activities with an emphasis on developing self-confidence, social skills, and problem-solving skills. The 12-day sessions include rock climbing, backpacking, and whitewater rafting, all of which are incorporated into individual treatment plans. Children with ADD have behavior problems, experience poor peer relationships, and have trouble in school. Over 80 percent are on some kind of medication. The wilderness program is set up to address problem behaviors, particularly those related to self-esteem, anger management, attention problems, noncompliance and failure to complete tasks, and motivation. Anecdotes illustrate program interventions in each of these areas. (SV)

Method: Program Evaluation or Descriptive
Publication Type: Conference Proceedings
Source: Unable to Identify
Call: ERIC Identifier: ED404085

Author: Lambie, Ian ; Robson, Marlyn ; Simmonds, Les
Title: Embedding Psychodrama in a Wilderness Group Program for Adolescent Sex Offenders.
Univ.:
Note: Journal of Offender Rehabilitation 1997, 26, 1-2, 89-107.

Abstract: Describes the technique of psychodrama to facilitate victim empathy with adolescent sexual offenders, highlighting its use in a community-based 10-day outdoor wilderness program with 4-day follow-up in Auckland, New Zealand. The psychodramatic methods of role training, sociodrama, mirroring, & modeling & their applications to work with adolescent sexual offenders are discussed. Other considerations relating to clients for whom the technique may not be appropriate are addressed. 2 Appendixes, 34 References. Adapted from the source document

Method: Program Evaluation or Descriptive
Publication Type: Scientific Journal
Source: Unable to Identify
Call: ISSN: 1050-9674

Author: Lee, Johnny
Title: Outdoor Adventure Programs Fulfilling Heroic Archetypal Patterns.
Univ.:
Note: 11p.; In: Back to the Basics: Proceedings of the International Conference on Outdoor Recreation and Education; see RC 021 395.

Abstract: The experiences found in adventure programs often parallel the archetypes depicted in mythological quests. Drawing on the work of Joseph Campbell, the stages and trials of adventure participants are compared to similar rites of passage and epic adventures experienced by heroes and heroines in epic literature and mythology. The basic pattern of separation, time of trials, and return to community in heroic adventures is reinterpreted in terms of the adventure program as leaving a safe place (home, school, community) to face strange trials (weather, getting lost, group conflicts, anaphylactic shock) and returning home with a sense of personal growth (maturity and confidence). The role of the outdoor leader is similar to the guide in epic adventures who shows the way; gives instruction, tools, and encouragement; and allows the hero to accomplish his goals by himself. Activities may be framed in this context by using rituals, sharing stories and experiences, recognizing accomplishments and achievements, saying farewell to other participants, recognizing the transition, and using tokens. However, there are certain difficulties and even dangers in considering expeditions as mythical quests or rites of passage. Adventure programs should not go overboard and emulate the spiritual references and rituals of other cultures that have been in existence for generations, or claim that they can enact a rite of passage. (SAS)

Method: Program Evaluation or Description
Publication Type: Conference Proceedings
Source: Literature Surveys
Call: ERIC Identifier: ED417051

Author: Robertson, Gavin ; De Kiewit, Steven
Title: Wilderness Therapy with Militarised Youths in Traumatised Communities.
Univ.:
Note: Journal of Social Development in Africa 1998, 13, 1, 53-58.

Abstract: Discusses the Wilderness Therapy Project of Kathorus in Gauteng Province, South Africa. The program administers 7-day wilderness therapy interventions for former youth members of African National Congress Self-Defense Units & Inkatha Freedom Party Self-Protection Units. The interventions use archetypal imagery & symbolism to promote the Jungian process of individuation. 1 Figure, 10 References. J. Ferrari

Method: Program Evaluation or Descriptive
Publication Type: Scientific Journal
Source: Unable to Identify
Call: ISSN: 1012-1080

Subjective Evaluation
- 4 entries

Author: Bunce, Jenny
Title: Sustaining the Wilderness Therapist.
Univ.:
Note: 13p.; In: Exploring the Boundaries of Adventure Therapy:
International Perspectives. Proceedings of the International Adventure
Therapy Conference (1st, Perth, Australia, July 1997); see RC 021 699.

Abstract: During a workshop at the 1997 International Conference on Adventure Therapy, small groups shared and recorded their experience of personal challenges and impacts of wilderness work. This report summarizes those findings, reviews the literature on stresses and personal difficulties experienced by adventure therapists and other wilderness practitioners, and suggests some strategies to help such practitioners look after themselves and support each other. One of the strengths, but also a weakness, of outdoor professionals is "lifestyle investment"--a work situation in which boundaries between work and leisure are blurred. The work is intrinsically rewarding and consistent with personal values, but is also very draining and potentially destructive to other aspects of life. Therapists experience similar stresses and interpersonal impacts, and therapeutic work in wilderness settings could be expected to demonstrate substantially higher levels of both these effects. However, there is little relevant research on the short- or long-term effects of being a wilderness therapist. Workshop responses generated lists of intrapersonal and interpersonal difficulties experienced within and outside the work setting, as well as benefits experienced through wilderness work. Eight reasons are offered for why wilderness practitioners do not address these personal issues, and 10 individual and program strategies are suggested for sustaining the wilderness therapist. (Contains 12 references.) (SV)

Method: Subjective Evaluation
Publication Type: Conference Proceedings
Source: Combination
Call: ERIC Identifier: ED424064

Author: Fredrickson, Laura M; Anderson, Dorothy,H.
Title: A qualitative exploration of the wilderness experience as a source of spiritual inspiration.
Univ.:
Note: Journal-of-Environmental-Psychology. 1999 Mar; Vol 19(1): 21-39

Abstract: On-site observations, personal field journals, and in-depth interviews were used to examine qualitative aspects of the wilderness experience as a source of spiritual inspiration. Two groups of women (aged 26-55 yrs) kept personal journal accounts of their daily "lived-experience" during 1 of 2 outdoor recreation trips; 5 participants went to the Boundary Waters Canoe Area Wilderness in northern Minnesota, and 7 went to the Grand Canyon of northern Arizona. Journal entries were content-analyzed, exploring the commonalties and idiosyncrasies found between individual accounts. Participants spoke of the expansiveness of the landscape and an awareness of the sheer powers of nature as contributing to a meaningful wilderness experience, which thereby acted as spiritual inspiration for most individuals. Positive interpersonal interactions combined with complete immersion in a wilderness setting seemed to influence one's proclivity to perceiving elements of the landscape as possible sources of spiritual inspiration.

Method: Subjective Evaluation
Publication Type: Journal-Article
Source: Combination
Call: 1999-10988-002

Author: Morch, Julia Edwards
Title: Women and Outward Bound: Voices of wilderness travelers
Univ.: QUEEN'S UNIVERSITY AT KINGSTON (CANADA) (0283
Note: MAI 36/01, p. 92, Feb 1998) Degree: MEd Date: 1997 pp: 143

Abstract: The purpose of this thesis is to explore from a feminist perspective and using a qualitative methodology, how women who work for Outward Bound perceive the way gender influences their experiences as females. Interest in this study stems from my experiences working in a career in the outdoors and the realization that the wilderness is not a level playing field, that is that wilderness experience does not eradicate the social inequities that exist. As well, it has become obvious that the traditional ideology of Outward Bound that is founded upon the philosophy of experiential education is a problematical. The ideology of the wilderness classroom as equally accessible to both women and men is configured by assumptions that the experiences of a white heterosexual male are the norm. This thesis examines the following questions. Where do women fit into this paradigm? How does one use a feminist analysis to understand and situate women who participate in heterosexual femininity? How do women who identify and are constructed through these concepts of this femininity experience Outward Bound, constructed as it is through heterosexual masculinity? This thesis explores the personal and subjective experiences of Astrid, Oak and Willow three female Outward Bound instructors. Although the personal reflections and narratives illustrate the unique ways that they make sense of their relationship with the wilderness, three themes connect their stories. These are the challenges and struggles encountered as a female instructor; the metaphor of voice and the myth of role modeling. Using a feminist analysis I will present an alternative framework to unravel these themes within a wilderness classroom.

Method: Subjective Evaluation
Publication Type: Theses and Dissertations
Source: Participant-Generated Data
Call: AAC MQ20678

Author: Williams, Bryant
Title: The treatment of adolescent populations: An institutional vs. a wilderness setting.
Univ.: The Naropa Inst, Transpersonal Psychology Dept, Boulder, CO, US
Note: Journal-of-Child-and-Adolescent-Group-Therapy. 2000 Mar; Vol 10(1): 47-56

Abstract: The author reviews the relevant literature, examines the dynamics of groups in clinical and wilderness settings, and offers insights about the greater effectiveness offered in a wilderness setting. Implicit to the practice of AT is the fact that the treatment takes places in a wilderness as opposed to an institutional setting. The effectiveness of treating adolescents in a wilderness setting using AT is well documented; but not well understood.

Method: Subjective Evaluation
Publication Type: Scientific Journal
Source: Literature Surveys
Call: IS: 1053-0800

Evaluation or Research or Knowledge
- 5 entries

Author: Austin, Susan Rebecca.
Title: Wilderness and camping therapy: glimpses at the state of the art: a project based upon an independent investigation
Univ.:
Note: Typescript./ Includes bibliographical references (leaves 72-80)/ Dissertation: Thesis (M.S.)--Smith College School for Social Work, 1995.

Abstract: This theoretical project examined the history, theories, empirical research, program interventions, and current issues of wilderness and camping therapy. The purpose of the study was to synthesize disparate and diverse theories, findings, and methods of the eclectic and multidisciplinary field of wilderness therapy from a social work perspective. This state of the art project offers an overview of the historical, theoretical, and empirical literature, synthesizes program's definitions of interventions, and highlights critical issues the field faces today.

The methodological approach is primarily a review of the literature which provides the information about theory, research, and current issues. The interventions and staff information were drawn from 23 responses to an open-ended questionnaire sent to the directors of therapeutic wilderness programs.

This project contributes to the field of social work a state of the art overview of an increasingly popular field of practice in which social work can take a leadership role. Wilderness therapy or wilderness components of therapeutic programs are found in a number of therapeutic settings including state hospitals, juvenile detention centers, group homes, psychiatric inpatient units, residential treatment centers, alcohol and substance abuse clinics, private outpatient clinics, and community mental health centers. It is increasingly thought of as an adjunct to therapy or as **or:** Ellis, Thomas L. an alternative therapy. By learning more about wilderness programs and referring clients to such programs.

Method: Evaluation of Research or Knowledge
Publication Type: Book
Source: Combination
Call: OCLC: 36144266

Author: Ellis, Thomas L.
Title: Do outward bound type programs improve the self-esteem of at- risk students?
Univ.:
Note: Typescript./ Includes bibliographical references. Class Descrpt: LC: LC4069.3

Abstract: A quick survey of newspapers, periodicals, and professional educational journals about what is happening in today's schools will quickly even the casual reader to wonder how to respond to the growing number of at-risk youth. Many educators, convinced that education can and must play a greater role in the lives of delinquent and at-risk youth in order to stem the tides of juvenile predatory crime, gang membership, hopelessness, and even death; believe that education needs to be thoroughly reformed perhaps even reinvented (Coffa, 1994). Even skeptics of educational reform must balk at the statistics: Five million people in the United States are under the supervision of the criminal justice system; 1.5 million in prisons or jails; and the inmate population continues to grow with taxpayers spending billions of dollars on prisons and jails with no concrete solutions in sight (DiMascio, 1995). This scenario leads to questions regarding what can be done, and what works, with at-risk youth.

Method: Evaluation of Research or Knowledge
Publication Type: Book
Source: Literature Surveys
Call: OCLC: 39927530

Author: Hans, Tracy A.
Title: A meta-analysis of the effects of adventure programming on locus of control.
Univ.:
Note: Journal-of-Contemporary-Psychotherapy. 2000 Spr; Vol 30(1): 33-60

Abstract: In the growing field of Adventure Programming (and within the more specific field of Adventure Therapy), there exists a need to link valuable program characteristics to specific outcomes. Locus of control has been theorized to be a moderator of change in adventure programs; however past research has yielded inconsistent and contradicting results. An attempt was made to replicate the effect size of 0.30 generated within the comprehensive meta-analyses of both D. R. Cason (1993) and J. Hattie et al (1997). A slightly higher effect size of 0.38 was computed, substantiating evidence that Ss across studies became significantly more internal as a result of participation.

Method: Evaluation of Research or Knowledge
Publication Type: Journal-Article
Source: Literature Surveys
Call: 2000-02319-003

Author: Nichols, Geoff
Title: Developing a Rationale for Adventure-Based Interventions with Young People at Risk.
Univ.:
Note: Journal of Adventure Education and Outdoor Leadership, v13 n1 p8-10 Spr 1996

Abstract: Reviews research related to the impact of outdoor adventure programs designed to reduce the criminal behavior of young persons. Suggests that a lack of specific cognitive skills predispose individuals to engage in criminal behavior and that a rational for adventure-based
interventions should address such deficits as lack of interpersonal cognition, impulsiveness, and low locus of control. (LP)

Method: Evaluation of Research or Knowledge
Publication Type: Scientific Journal
Source: Literature Surveys
Call: ERIC Identifier: EJ541703

Author: Russell, Keith Carlton, Hendee, John C.
Title: Outdoor behavioral healthcare: Definitions, common practice, expected outcomes and a nation-wide survey of programs.
Univ.: University of Idaho
Note: Technical Report 26, Idaho Forest Wildlife and Range Experiment Station, Moscow, ID. 87 pp

Abstract: Outdoor behavioral healthcare (OBH) is an emerging intervention and treatment in mental health practice to help adolescents overcome emotional, adjustment, addiction, and psychological problems. We have identified more than 100 OBH programs currently operating in the United States, annually serving 10,000 clients and their families. The outdoor behavioral healthcare process involves immersion in an unfamiliar environment, group living with peers, individual and group therapy sessions, educational curricula including backcountry travel and wilderness living skills, all designed to reveal and address problem behaviors and foster personal and social responsibility and emotional growth of clients. A family systems perspective guides treatment and aims to restore family functioning and support, disrupted by the problem behaviors of the adolescent clients.

There are two types of OBH programs: adjudicated and private placement programs. Private placement programs developed from an eclectic mix of influences over the last 30 years, including therapeutic approaches to camping, wilderness challenge programs like Outward Bound, and the integration of therapeutic professionals and processes into wilderness experiences. Adjudicated programs grew out of need to expand traditional social services to deal with increasing adolescent delinquency and substance abuse.

There are four common OBH program models, based on how and to what degree the outdoor setting is utilized: 1) contained expedition programs, where clients and the

treatment team remain together on a wilderness expedition; 2) continuous flow expedition programs where leaders and therapists, and clients rotate in and out of on-going groups in the wilderness; 3) base camp expedition programs which have structured base camps in natural environments and take expedition outings from the base; and, 4) residential expedition programs include a variety of institutions including emotional growth schools, residential treatment centers, Job Corps Centers and other designations, such as recovery centers and/or youth ranches who use wilderness and outdoor treatment as a tool to augment other services.

A nation-wide survey of OBH programs illustrates the nature of the outdoor behavioral healthcare industry, including the number and types of programs, and the types of clients they serve. A total of 116 OBH programs were identified, with 86 participating in the survey, yielding a 74 percent response rate. Private placement programs outnumbered adjudicated programs nearly 5 to 1 with 70 private placement compared to only 16 adjudicated programs. More than 80 percent of all OBH programs were licensed by a variety of state agencies, ranging from judicial systems to the department of family services. A smaller percentage of adjudicated programs (31%) and slightly more than half of the private placement programs (57.4%) were nationally certified by agencies such as the Council on Accreditation.

Most OBH programs served adolescent Caucasian males aged 13-17 years old with a variety of emotional and behavioral disorders, though adjudicated programs served a more ethnically diverse clientele.. Outdoor behavioral healthcare programs are being used as an alternative treatment for adolescents not being successfully treated by traditional counseling services. For example, more than three-quarters of all clients having tried other forms of counseling services prior to OBH. The cost of treatment ranges from $123 per day for adjudicated to $161 per day for private placement programs, averaging $151 per day. Most clients did not receive third-party payment, but some did, indicating a lack of recognition by insurance companies, social services, and adjudication.

The goal of this publication and study is to improve understanding about outdoor behavioral healthcare by parents, insurance companies, judicial authorities and social service agencies, public land management agencies, and Federal, State and local officials. All these parties would seem to benefit from knowing more about OBH as an emerging intervention and treatment to help troubled adolescents and their families. This publication seeks to define common elements of outdoor behavioral healthcare including terminology, theoretical approaches, historical origins of the practice, it's growth over the last three decades, and the status of the OBH industry based on a current survey of 116 programs meeting OBH criteria.

Method: Evaluation of Research or Knowledge
Publication Type: Technical Report
Source: Combination
Call:

Proposed Model or Explanation
- 9 entries

Author: Carpenter, Joshua Greenleaf
Title: Program evaluation practices in wilderness therapy for youth at-risk.

Univ.: UNIVERSITY OF IDAHO (0089)
Degree: PhD Date: 1998 pp: 89
Note: DAI-B 59/03, p. 1361, Sep 1998

Abstract: This study used a survey instrument designed to reflect Stufflebeam's improvement oriented model of systematic evaluation and development (CIPP) to explore the extent of evaluation efforts in existing wilderness therapy programs that serve youth at-risk in the United States. The objective was to asses the evaluation practices of selected programs while determining the applicability of a comprehensive evaluation model (CIPP). By design, the CIPP model generates valuable information to facilitate systematic evaluation throughout a program's life. The CIPP model organizes programmatic evaluation into four arenas: context, input, process, and product. Context level evaluation focuses on identifying needs and generating/prioritizing goals for action planning. Input level evaluation is undertaken to explore program models and resources available (experts, equipment, land-base, etc.) and hence influences the selection of strategies that best meet the program's goals. Process level evaluation is an ongoing opportunity to critically asses the implementation of the selected program resulting in possible revisions to better achieve identified goals. Product level evaluation provides an opportunity to review the program in its entirety in terms of its intended and unintended results to determine whether it has achieved its goals and is, therefore, worthy of continuance.

Survey data indicated that programs were indeed collecting context data and using it to formulate program goals. In terms of selecting input for the development of specific strategies to meet these goals, most programs relied on their staff and used little outside resources that might be available. Field staff were used almost exclusively to conduct process and product level evaluation in the programs surveyed. This reliance on staff could be a potential weakness in the evaluation process--especially in the face of ever-present hazards of wilderness travel and the absence of industry wide standards of care.

Method: Proposed Model or Explanation
Publication Type: Theses and Dissertations
Source: Questionnaire or Interview Surveys
Call: AAC 9827872

Author: Dowdall, Lara L.
Title: Adventure therapy for abused women.
Univ.:
Note: Typescript (photocopy)/ Abstract./ A scholarly paper submitted in partial fulfillment of the requirements for the degree of Master of Social Work, University of Nevada, Las Vegas, 1996./ Includes bibliographical references (leaves 52-56).

Abstract: This paper analyzes the possibility of increasing self-esteem through adventure therapy with the intent of lowering domestic violence. Domestic violence is a leading social concern in the 90s, in America. Studies have shown that frequently the women involved in domestic violence have the common characteristic of low self-esteem. Low self-esteem in women is possibly one cause of domestic violence. If low self-esteem is a cause of domestic violence then documented therapeutic interventions may be able to provide techniques that will increase self-esteem and so decrease domestic violence.

Adventure therapy, a relatively new treatment, may also be effective in increasing self-esteem. Adventure therapy will be compared to more widely researched therapeutic interventions in order to determine if the techniques are similar. If Adventure Therapy shares the characteristics of other successful, documented therapeutic interventions, it will be

analyzed to assert whether it is an effective form of treatment for increasing levels of self-esteem in women, thereby decreasing domestic violence.

The paper will analyze the existing literature on the extent and magnitude of the social problem of domestic violence, define self-esteem, review literature on self-esteem development, discuss the theoretical link between self-esteem in women and domestic violence, and propose a treatment, Adventure Therapy, which may be an effective technique for reducing domestic violence.
Method: Proposed Model or Explanation
Publication Type: Book
Source: Literature Surveys
Call: OCLC: 35782422

Author: Estrellas, Anjanette
Title: The Eustress Paradigm: A Strategy for Decreasing Stress in Wilderness Adventure Programming.
Univ.:
Note: 14p.; In: Women's Voices in Experiential Education; see RC 021 160.
Publication Year: 1996

Abstract: This essay proposes that stress has been misused in traditional adventure education and presents a new model of risk taking based on the literature on stress and feminist perspectives in adventure education. Proponents of the traditional adventure perspective state that the intentional use of stress is central to the change process in wilderness therapy, and that raising stress by exaggerating the level of risk sets the stage for a potentially transformative experience. On the other hand, practitioners working from a feminist perspective seek to minimize stress, engage in dialogue about risk, and promote personal power and choice in order to create the necessary conditions to encourage "authentic risk taking" and facilitate "eustress" (psychologically beneficial stress). Eustress is not dependent on task completion but rather, is manifested through an individual's subjective experience. The nine conditions promoting eustress include self-awareness, self-determination, and taking pleasure in the success of coping activities. The negative outcomes of stress far outweigh its benefits and may be long-term. The seven elements of a model for promoting eustress in adventure education are presented through a narrative about a woman participating in a 3-day canoe outing. These elements are: seeing each individual as the beginning point, preparing for risk taking, entering into a novel setting, allowing choice, supporting authentic risk taking, evaluating experience, and seeing the individual as the ending point. Contains 33 references. (SV)

Method: Proposed Model or Explanation
Publication Type: Scientific Journal
Source: Personal or Professional Knowledge
Call: ERIC Identifier: ED412040

Author: Handley, Ray
Title: The Wilderness Enhanced Model for Holistic Strategic Intervention.
Univ.:
Note: 13p.; In: Exploring the Boundaries of Adventure Therapy: International Perspectives. Proceedings of the International Adventure Therapy Conference (1st, Perth, Australia, July 1997); see RC 021 699.

Abstract: This paper briefly describes development of an Australian wilderness program for at-risk and problem students and outlines the "wilderness enhanced" model on which it is based. In the late 1980s, the New South Wales Department of School Education developed a wilderness intervention for adolescents with a history of school behavior problems. A 6-day pilot program was deemed a success based on informal observations and content analysis of pre- and post-program evaluative discussions with participants. Subsequently, the South Coast Wilderness Program was born, and the wilderness enhanced model was developed as the theoretical basis for using a wilderness experience as a catalyst for attitude and behavior change in adolescents. The model is based on three key concepts:

disequilibrium and tension resulting in a change in perception, metaphors to explore new meanings, and debriefing or processing the experience.
Implementation depends on the leader's interactional style, which focuses participants on finding questions, experiencing disequilibrium and the metaphor, and processing the experience. To this end, the leader uses "nondirect intervention"--feedback that accentuates tension as participants face the inevitability of taking action. Strategic nondirect intervention aids in the management of group dynamics, empowers participants, and creates the freedom for constructive failure. Consistent and informed feedback during long-term followup further refines and extends the lessons learned in the wilderness. Various evaluations have provided quantitative and qualitative evidence of program success. (Contains 16 references.) (SV)

Method: Proposed Model or Explanation
Publication Type: Conference Proceedings
Source: Combination
Call: ERIC Identifier: ED424065

Author: Haynes, Laurie; Gallagher, Stephen
Title: The Wilderness Intervention Program: Change through Mentoring.
Univ.:
Note: 7p.; In: Exploring the Boundaries of Adventure Therapy: International Perspectives. Proceedings of the International Adventure Therapy Conference (1st, Perth, Australia, July 1997); see RC 021 699.

Abstract: The Churches Commission on Education is an Australian interdenominational body committed to developing holistic programs for student well-being in the government school system. School chaplains provide a formal Christian presence, pastoral care, and counseling, and
often work on programs for students with social, emotional, or behavioral difficulties. A history of the commission's Wilderness Intervention Programs from 1993 to the present shows the evolution of the current model, which combines wilderness experiences with cognitive-behavioral models of psychology and pastoral care approaches to relationship-building and mentoring. The programs work with high school students with poor self-concept, special education students, low-achieving students, students at risk for depression, and students with truancy or behavioral problems. The wilderness experience involves up to 10 days of bushwalking, abseiling, and canoeing and provides a catalyst for the ongoing mentoring relationship between student and chaplain. School psychologists have measured social, emotional, or behavioral changes resulting from the programs, using standardized tests. Although statistical results have been mixed, observed social benefits from the programs include decreased "acting out" in class
and improved relationships with peers, teachers, and family. Spin-off benefits include a unique experience, mastery of certain outdoor skills, and increased motivation and satisfaction. (Contains 19 references.) (TD)

Method: Proposed Model or Explanation
Publication Type:
Source: Observations
Call: ERIC Identifier: ED424072

Author: Lemburg, Rebecca Louise
Title: The integration of environmental education and wilderness-based adventure programs.
Univ.: PRESCOTT COLLEGE (MASTER OF ARTS PROGRAM) (1181)
Note: MAI 35/04, p. 939, Aug 1997

Abstract: As the need grows for building new visions of ecological sustainability, environmental education is becoming increasingly important as a vehicle to help bring about and act upon these visions. At the same time, recreational and educational use of wild lands in this country is gaining in popularity. This paper proposes the idea of meshing these two trends in an integration of

environmental education with outdoor, adventure, and experiential education on wilderness-based courses. This combination not only improves wilderness program by making them more comprehensive, but it also provides a unique setting that is especially conducive to effective environmental education. Drawing upon theories from the fields of ecopsychology, wilderness philosophy, outdoor education, deep ecology, and environmental education, I present a model for integrating environmental education on wilderness courses. This model is demonstrated through my work in helping the Northwest Mountain School and the Colorado Outward Bound School develop environmental education curricula.

Method: Proposed Model or Explanation
Publication Type: Theses and Dissertations
Source: Personal or Professional Knowledge
Call: AAC 1383700

Author: Lovaas, Debra Y.
Title: An Outdoor Experiential Education Model to Assist Female Survivors of Domestic and Sexual Violence with Increasing Self-Esteem.
Univ: College of St. Scholastica
Note:

Abstract: An estimated 2-4 million women are battered by their husbands or boyfriends each year in the United States and between 21%-34% of all American women will be physically assaulted by a male partner in their lifetime (Davis, Helmick & Smith, 1998). Additionally, according to the United States Department of Justice Bureau of Crime Statistics, more than half a million women report being raped or sexually assaulted each year, with seven out of ten rapes committed by a man the woman knows. Experiencing violence in domestic situations often produces changes in the person's physical health and emotional state (Anderson, Glick, Shapiro & Umberson, 1998). Victims often have a reduced sense of personal control, which can result in severe psychological and emotional consequences. This loss of personal control can also result in a lowered sense of self-esteem.

Self-competency and self-esteem are important aspects in a woman's overall concept of herself. The ability of women to approach situations or tasks is directly related to their sense of competence and self-esteem. It seems important, then, to provide ways for women to increase self-esteem after experiencing violence in their lives.

One way to increase self-esteem is through group interaction. Recent studies have revealed that psychological strengths such as self-efficacy and self-esteem are enhanced by group counseling and may contribute to positive counseling outcomes (Lightsey, 1997). In group situations, women have an opportunity to exercise opinions, receive feedback, test limits safely and show leadership (Brown, McWhirter, & Schaffer, 1998). These are powerful dynamics for women who have experienced having their lives disrupted and devastated at the hands of violent offenders.

Outdoor adventure programs that incorporate group processes into their program models find that self-esteem is significantly impacted. This outdoor adventure model places women in an environment where it is safe to face and overcome fear, pushes them to go beyond their limitations and experience success, and builds a cohesive and encouraging support team where they can freely express themselves. Self-esteem, group work and outdoor programming are combined to create a program designed specifically for women survivors of violence.

The program model contains seventeen key components. These include: 1) pre-course off-site and on-site briefings, 2) individual and group interaction with qualified staff, 3) team building, 4) communication skills, 5) conflict management, 6) leadership skills, 7) ropes challenge course, 8) group processing, 9) course training, 10) course, 11) de-briefing, 12) diversity, 13) flexibility, 14) economic accessibility, 16) feminist perspective, and 17) female-centered leadership.

With self-esteem as the dependent variable, the seventeen key components are the independent variables. A pre/post self-esteem

test will be administered to measure the dependent variable. A total of 80 subjects will be studied. The outdoor courses will not be the same for all 80 subjects. Courses will be composed of 10 groups of 8 women each, plus 2 instructors per group. The outdoor courses include: 1) rock climbing, 2) canoeing, 3) fishing, 4) backpacking, 5) hiking, 6) kayaking, 7) river-rafting/white-water canoeing, 8) snowshoeing, 9) skiing, and 10) dog sledding.

The program will include a three-day orientation period, sixteen days out on a course, and two days de-briefing when the course is completed. The program will serve a clientele base of women ages 16 and older that are currently involved with or have completed group therapy. The Tennessee Self-Concept Scale: Clinical and Research Form will be used to evaluate the self-esteem of subjects both pre and post course.

Adventure-therapy becomes a highly complicated and multi-faceted endeavor when a program is developed properly. Therefore, the need for seeking continued expert opinion is essential. Because adventure-therapy is a growing field that involves both wilderness technical knowledge and clinical knowledge, it is critical to determine the treatment effectiveness of adventure-therapy approaches as well. Specifically, female-centered adventure-therapy programs need to be further developed in order to determine the most effective way to assist women survivors of violence. Research suggests wilderness adventure programming that is combined with counseling can help restore power and self-esteem that may take months of traditional therapy to achieve (Cole, Erdman, & Rothblum, 1994). However, no long-term (over three days) programs exist to test this research with female survivors of violence. Therefore, the further development and evaluation of new programs for the specific issues of female survivors of violence seems essential.

Method: Proposed Model or Explanation
Publication Type:
Source: Literature Surveys
Call:

Author: McDowell, Meghan Elisabeth.
Title: Adventure therapy: what makes it work? : a project based upon an independent investigation.
Univ.:
Note: Typescript./ Includes bibliographical references (leaves 84-88)./ Dissertation: Thesis (M.S.W.)--Smith College School for Social Work, 1999.

Abstract: This study was undertaken to explore the process of adventure therapy and what is happening during the adventure therapy experience that produces such immense clinical gains, constructing a theory of adventure therapy.
Twelve individuals from the adventure therapy field, who had formal training in social work, psychiatry, counseling, psychology, recreation therapy, education, and /or art therapy were interviewed. Each interview subject was asked to describe the adventure therapy program where he/she worked, the role or place of therapy in his/her program, the personal meaning he/she places on adventure therapy, and two or three outcomes or gains that he/she sees in the young person participating.

The findings of the research showed a shared view on the action-centered focus, the careful design and use of activities, the reflective processing, and the transfer of learning in the adventure therapy process, regardless of the type of program. Even though each interview subject arrived at similar responses for a theory to be developed, there was a general reluctance by many on the use of the word therapy in the meaning.

Method: Proposed Model or Explanation
Publication Type: Book
Source: Combination
Call: OCLC: 43753045

Author: Thackery, Phyllis.
Title: Building women's self-esteem: wilderness adventure, pastoral care and counseling.

Univ.:
Note: "A professional paper submitted to the Faculty of Brite Divinity School, Texas Christian University, in partial fulfillment of the requirements for the degree of Doctor of Ministry, Pastoral Theology and Pastoral Counseling."/ Bibliography: leaves 80-82./ Dissertation: Thesis (D. Min.)--Brite Divinity School, Texas Christian University, 1996.

Abstract: The motivation and inspiration for this project comes from my own personal experience at an Outward Bound Adventure Education School in North Carolina in 1986 and my interest in and practice of feminist understandings of pastoral care and counseling.

In 1986 I went on a nine-day wilderness adventure trip at the North Carolina Outward Bound School. Activities during the nine days included whitewater canoeing, rock climbing, rappelling, backpacking, running (seven-mile "marathon), sleeping in the woods by yourself (known as the "solo"), and a ropes course. This experience has had a great deal of impact on me and on my ability to experience self-confidence and self-esteem. I often look back at this experience as one of several turning points in my life. Because of it, I feel I am more willing to take risks and trust my own abilities. I define myself differently. I see myself as stronger and more capable than before the Outward Bound experience. Since my Outward Bound experience I have made some difficult but significant decisions about my life. In part, I credit the Outward Bound experience with giving me the confidence and courage to make significant vocational changes.

Now, some nine years later, I find myself trying to help women who struggle with low self-esteem, depression, and lack of self-identity. As a pastoral care provider, clergy person, and friend I sit with women and hear them talk about their pain. I hear much self-blaming and self-defeating talk. I have a great deal of interest in helping to empower women to better manage their daily struggle in life. How to help women feel better about themselves, how to help them have agency, control, and a stronger sense of identity are some of my main concerns.

This project focuses on a pastoral care model that incorporates a sense of community and physical challenge into the traditional aspects of pastoral care and counseling. This particular model of pastoral care is for women whose sense of self is underdeveloped and would work to liberate them from their low self-esteem caused by women's socialization and position of subordination which has prohibited them from fully developing their "self" and their capabilities. A wilderness adventure model of pastoral care contributes to women overcoming their sense of powerlessness and low self-esteem and facilitates healing and empowerment.

I describe a model of pastoral care that attempts to correct the way that women have been misdefined and misunderstood from a theological and psychological perspective. I examine how wilderness adventure therapy might contribute to a feminist model of pastoral care and suggest a model of pastoral care that can provide healing through the development of healthier self-esteem.

Method: Proposed Model or Explanation
Publication Type: Book
Source: Combination
Call: OCLC: 34940966

Unable to Identify
- 4 entries

Author: Bocarro, Jason
Title: An examination of the efficacy of an adventure-based counseling program on at-risk youth.
Univ.: DALHOUSIE UNIVERSITY (CANADA) (0328) Degree: MA Date: 1998 pp: 156
Note: MAI 37/04, p. 1119, Aug 1999

Abstract: The physical nature of many adventure based counseling programs along with the metaphoric connection of their experiential learning activities allow counselors and clinicians of all backgrounds to use adventure based counseling and apply it to their own particular client populations. Adolescents at-risk of delinquent behaviour are one of several populations for which the utilization of such programs have been advocated.

This study examined the effect an adventure based counseling program, run by the City of Halifax, had on the participants' self-esteem, self-esteem in social situations, self-efficacy, and sense of community involvement. Due to certain problems experienced by the organizers as well as some inherent weaknesses within the design and implementation of the program itself, the data gathered were limited and the sample population was severely reduced. This reduction in the sample population prevented aggregated statistical analysis. A method called the Analytical Critical Path was developed in order to help analyze the data through visual inspection. However, there were a number of problems associated with this technique resulting in the majority of the analysis being purely speculative.

The original methodology employed in this study was based upon past research protocols used in other similar studies. However, the problems experienced in both the collection and analysis of the data indicate that this research methodology was inappropriate for this particular study and may be unsuitable for future studies in this area. The results and discussion emphasize the need to try and develop new research techniques and measures in order to better understand and deal with the uniqueness of experiential learning programs generally and adventure based counseling programs for at-risk youth in particular.

Method: Unable to Identify
Publication Type: Dissertation Abstracts
Source: Unable to Identify
Call: AAC MQ36395 ProQuest

Author: Drozdal, John George, Jr.
Title: Hard aspects: Conflict and authority in a wilderness encounter.
Univ.: UNIVERSITY OF ST. THOMAS (ST. PAUL) (1064) Degree: EdD
Date: 1999 pp: 262
Note: DAI-A 60/01, p. 185, Jul 1999

Abstract: This case study reveals that autocratic forms of leadership (e.g., Peabody, 1964) will worsen rather than ameliorate group conflict. Instead it shows that constructive conflict (Follett, 1940a) requires a more facilitative leadership approach that is based on relational authority (Follett, 1949a, 1949b; Jones, 1993; Heifetz, 1994) as it seeks an integrative solution to group differences. Using the qualitative research technique of portraiture (Lawrence-Lightfoot & amp; Hoffman Davis, 1997), this study tells the story of a group of women who participated in a two week wilderness experience during may and June of 1980, and the hard aspects or conflict they encountered. The experience, which became the subject of the documentary, <italic>Miles to Go</italic>, was a microcosm in which the competition for leadership, the struggle over decision-making, and the distribution of power became central issues. The case study focused on two complex problems; how conflict operated in this group and how authority as a foundational element of leadership played a role in solving the problem of conflict (Jones, 1993, p. 142), i.e., the hard aspects of group development. The study further suggests that

when patterns of control and conflict emerge in-group development, the conflict tradition of sociology (e.g., Collins, 1975) is a useful explanatory device for dissecting group conflict because it helps to identify differences, which lead to dominance relationships between order givers and order takers. It also illustrates how Foucaldian discursive formations (e.g., Foucault, 1969/1972) exert subtle influences that can exacerbate group conflict through hegemonic relationships.

Method: Unable to Identify
Publication type: Theses or Dissertation
Source: Unable to Identify
Call: AAC 9918280

Author: Hattie, John; Marsh, H.W; Neill, James, T.; Richards, Garry, E.
Title: Adventure education and outward bound: Out-of-class experiences that make a lasting difference.
Univ.:
Note: Review-of-Educational-Research. 1997 Spr; Vol 67(1): 43-87

Abstract: Presents results from a meta-analysis examining the effects of adventure education and Outward Bound. The meta-analysis was based on 1,728 effect sizes drawn from 151 unique samples from 96 studies, and the average effect size at the end of the programs was .34. In a remarkable contrast to most educational research, these short-term or immediate gains were followed by substantial additional gains between the end of the program and follow-up assessments. The effect sizes varied substantially according to the particular program and outcome and improved as the length of the program and the ages of participants increased.

Method: Unable to Identify
Publication Type: Journal-Article
Source: Unable to Identify
Call: 1997-04459-002

Author: Shelton, Kim.
Title: Lost borders coming of age in the wilderness.
Univ.:
Note: 1 videocassette (ca. 85 min.) :; sd., col. ;; 1/2 in. +; 1 study guide (9 p.) "Copyright: 1997"--Cassette./

Abstract: Teenagers are guided through a right of passage experience in the wilderness, including three days of solitude, fasting, and exposure to the elements.

Method: Unable to Identify
Publication Type: VHS format.
Source: Unable to Identify
Call: ISBN: 1560297506

Annotated Literature by Method and Author Prior to 1995

Experimental or Quasi Experimental
- 24 entries

Author: Bandoroff, Scott
Title: Wilderness Family Therapy: An Innovative Treatment Approach For Problem Youth (Boys)
Univ.: University Of South Carolina (0202)
Degree: Ph.D. 1992. 297 pp.
Note:

Abstract: The purpose of this dissertation was to develop a new intervention for the treatment of problem youth by expanding the wilderness therapy model to include the family system. This approach was based on the premise that the problem adolescent is a symptom of a dysfunctional family system. Consequently, in order to achieve effective and lasting change, the family system must be addressed. A systems perspective was adopted and the theoretical literature for family systems and healthy family process were reviewed. This led to the development of a competency-based model for wilderness family therapy. A variety of therapeutic approaches were examined for their contributions to the wilderness family therapy intervention. These included structural family therapy, multiple family therapy, and brief therapy. This study employed a Pretest-Posttest Non-Equivalent Control Group Repeated Measures Design to evaluate the effects of adding a wilderness family therapy component to a standard wilderness program for problem youth. Standardized self report measures were administered to parents and students to examine family functioning, problem behavior, and self concept. The sample in this study consisted of 27 families who participated in a 4-day wilderness family therapy experience immediately following their adolescents' completion of a 21-day survival program. The family program employed a multiple family format and included parents and their adolescents. The comparison group consisted of 39 families who chose not to attend the family program after their adolescents completed the standard expedition. The results of this study were inconclusive. The quantitative analysis supported the efficacy of wilderness therapy for the treatment of problem youth. However, the main hypotheses regarding the Family Wheel program were not supported. Discussion focuses on the reasons for the lack of statistically significant findings in spite of promising tendencies. Qualitative findings indicated that the Family Wheel program did have a strong impact upon the participants. This study demonstrated that wilderness family therapy is a viable option for addressing the family system and has the potential to improve the effectiveness of wilderness interventions for the treatment of problem youth.

Method: Experimental or Quasi Experimental
Publication Type: Theses or Dissertation
Source: Combination

Call: DAI-B 53/11, P. 5966, May 1993
Descriptors:

Author: Bertolami, Cheryl
Title: Effects of a Wilderness Program on Self-Esteem and Locus of Control Orientations of Young Adults. Summary of Thesis.
Univ.: Paper presented at the Annual Canadian Conference on the Application of Curriculum Research (6th, Winnipeg, Manitoba, Canada, Nov. 26-27, 1981). 1981. 11 pp.
Note: Reports/technical/research

Abstract: Quantitative data and descriptive data (written self-evaluation and journal entries) were collected from young adults participating in a standard 26-day Outward Bound course during a quasi-experimental control group design experiment to determine the degree to which participation in a high risk wilderness program leads to self-discovery, associated with changes such as increased feelings of self-worth and self-reliance. Results showed participation in a high risk wilderness program leads to self-discovery, associated with changes such as

increased feelings of self-worth and self-reliance. Results showed significant increases in self-esteem and self-assertion for male and female participants. Females decreased in their belief that events were controlled by powerful others and chance, while males increased in internal locus of control orientations. Results lead to the conclusion that the structured wilderness experience provides an important medium for enhancing the personal development of young adults. Descriptive results revealed components of the process of change associated with participation in a wilderness program. Changes in self-esteem and personal control were attributed to successful accomplishment of difficult activities, supportive group environment and intense personal interactions, wilderness environment, and increased self-awareness which included recognition of both strengths and weaknesses leading to a more realistic self-image.

Method: Experimental or Quasi Experimental
Publication Type: Conference Proceedings
Source: Participant Generated Data

Call:
Descriptors: self-image/quantitative and qualitative data/Outward Bound/high risk/self-worth/ personal development/young adults

Author: Bridgewater, Herbert Grant
Title: The Effect Of A Ninety-Five Day Wilderness Camping Program Upon Personality
Univ.: Oklahoma State University (0664)
Degree: EDD 1981. 129 pp.
Note: Downloaded from Dissertation Abstracts

Abstract: Scope of Study. Thirty-seven individuals, ranging in age from 18 to 31, enrolled in the wilderness course conducted by the National Outdoor Leadership School (NOLS) were subjects for this study. Jackson's Personality Research Form (PRF) and Rotter's Internal-External Locus of Control Scale (I-E Scale) were administered to this group, consisting of 16 males and 21 females, just prior to the expedition and immediately following the conclusion of the course. This study focused upon the effect that a 95 day wilderness camping program had upon personality in the areas of control, work orientation and interpersonal orientation. This study hypothesized no significance in mean differences between pretest and posttest scores of all subjects, and groups formed according to age, sex and educational levels. Hypothesized also was no difference between the wilderness group and norm group in risk-taking and other personality characteristics.

Findings and Conclusions. The study supported the hypothesis of no difference between the wilderness group and the norm group in risk-taking and other personality qualities. This study supported the hypothesis of no difference in personality characteristics considered as related to age and educational levels. A paired-t using the mean differences between the scores in the pretest and posttest was applied to each category of personality. Significant differences were found in the areas of control and work orientation for all the subjects. Subjects moved toward the personality characteristic of order in the area of control, and toward endurance and play in the area of work orientation. According to sex, significant differences were found in all personality areas for men and in control and work orientation areas for women. Men moved toward order and internal control, and away from impulsivity in the area of control. Men moved toward endurance and play in the area of work orientation. Men moved away from defendence, exhibition, nurturance and social recognition in the area of interpersonal orientation. Women moved toward order in the area of control and toward play in the area of work orientation.

Method: Experimental or Quasi Experimental
Publication Type: Theses or Dissertation
Source: Participant Generated Data

Call: Source: DAI 42/09a, P.3900 Publication No.: AAC8203104
Descriptors: Education/Personality Development/Mental Hygiene (0283)/NOLS/risk-taking/gender

Author: Castellano, Thomas C.; Soderstrom, Irina R.
Title: Therapeutic wilderness programs and juvenile recidivism: A program evaluation.
Univ.: Southern Illinois Univ., Ctr for the Study of Crime, Delinquency & Corrections, Carbondale, IL. 1992. 19-46 pp.
Note: Journal-of-Offender-Rehabilitation; 1992 Vol. 17(3-4)

Abstract: Assessed the effects of participation in an Outward Bound type of program on the recidivism of 30 juvenile probationers, compared with 30 juvenile probationers who did not participate in the program. Ss' mean age at 1st court referral was 13.9 yrs. Findings indicate a 1-yr. delinquency reduction effect that is confined to the 24 Ss who successfully completed the program. The reduction effect was not found at 2-yr. follow-up. (PsycLIT Database Copyright 1992 American Psychological Assn, all rights reserved)

Method: Experimental or Quasi Experimental
Publication Type: Scientific Journal
Source: Unable to Identify

Call: IS: 10509674
Descriptors: juvenile delinquents/recidivism/probation/adolescence

Author: Elrod, H. Preston; Minor, Kevin I.
Title: Second wave evaluation of a multi-faceted intervention for juvenile court probationers.
Univ.: Texas Christian Univ., Ft Worth, 1992. 247-262 pp.
Note: International-Journal-of-Offender-Therapy-and-Comparative-Criminology; 1992 Fall Vol. 36(3)

Abstract: Compared the effects of a multifaceted intervention for juvenile court probationers with the effects of standard probation services. Approximately half of the 43 Ss (aged 12-17 yrs) were randomly assigned to the intervention program (Project Explore) consisting of outdoor adventure, social skills training, and parent skills training components; the remaining Ss were maintained on standard probation. Although both groups showed substantial reductions in status and criminal offenses over a 2-yr. follow-up, there were no significant differences between the 2 groups. Results suggest that Project Explore was no more effective than probation services that allow caseworkers close and meaningful contact with clients. (PsycLIT Database Copyright 1993 American Psychological Assn, all rights reserved)

Method: Experimental or Quasi Experimental
Publication Type: Scientific Journal
Source: Questionnaire or Interview Surveys

Call: IS: 0306624X
Descriptors: social skills training/parent training/juvenile delinquents/school-age children/probation/follow-up studies/childhood/adolescence

Author: Ewert, Alan
Title: Reducing Levels of Trait Anxiety Through the Application of Wilderness-Based Activities
Univ.: USDA Forest Service, Pacific Southwest Forest and Range Experiment Station, Riverside, CA. July 1990. 105-111 pp.
Note: source: USDA Forest Service General Technical Report RM-193; The Use of Wilderness for Personal Growth, Therapy, and Education; A.T. Easley, Joseph F. Passineau, and B.L. Driver, compilers.

Abstract: This study assessed the effect of participation in an outdoor recreation program using wilderness-based activities such as rock-climbing and solo camping. Two groups (treatment and control) were compared using the State-Trait Anxiety Inventory developed by Spielberger et al. (1970) Using analysis of covariance to compare the pre, post, and 1-year follow-up scores, the group attending Outward Bound reported significant lower levels of Trait Anxiety than did the control group for the pre-

post comparison.

Method: Experimental or Quasi Experimental
Publication Type: Conference Proceedings
Source: Questionnaire or Interview Surveys

Call:
Descriptors: Outward Bound/rock-climbing/solo camping/State-Trait Anxiety Inventory

Author: Ewert, Alan
Title: Reduction of Trait Anxiety Through Participation in Outward Bound
Univ.: Ohio State Univ. 1988. 107-117 pp.
Note: Journal of Leisure Sciences, Vol. 10

Abstract: This study assesses the effect of participation in an outdoor recreation program (i.e. Outward Bound) on levels of trait anxiety. Two groups (treatment and nontreatment) were compared using a modified version of Spielberger's State-Trait Anxiety Inventory. In addition, an assessment was completed by the instructors of the selected outward Bound courses to provide information on the changes in the levels of fear actually observed. Both the treatment and nontreatment groups were queried before the course began, immediately afterward and one year after the course ended. Level of fear or anxiety was chosen as the dependent variable because while much has been written concerning the positive benefits of outdoor programs, such as Outward Bound, there have been relatively few studies conducted on the effect these programs have on anxiety levels.

Method: Experimental or Quasi Experimental
Publication Type: Scientific Journal
Source: Questionnaire or Interview Surveys

Call:
Descriptors: anxiety/fear/outdoor recreation/Outward Bound/Spielberger's State-Trait Anxiety Inventory

Author: Gass, Michael Anthony
Title: The Effects Of A Wilderness Orientation Program On Incoming Students To A University Setting (Outward Bound, New Hampshire)
Univ.: University Of Colorado At Boulder (0051) Degree: Ph.D. 1986. 307 pp.
Note: Downloaded from Dissertation Abstracts

Abstract: The purpose of this study was to measure the effects of the wilderness orientation program at the University of New Hampshire entitled the "Summer Fireside Experience Program." To examine the effectiveness of such a program, two other groups--a similar pre-college experience ("Freshman Camp") and a control group--were compared with the Fireside Program on attrition/retention rates, grade point averages, student development behaviors and attitudes toward the University. All three groups were stratified by sex. The subjects were observed for one year to determine the effect that time had on the changes in the dependent variables.

ANOVAs, ANCOVAs and effect sizes were performed to determine if any differences existed between groups, sexes or in the interaction between these two variables. Bivariate correlation and multiple regression analyses were also conducted on the pre-study variables available to the researcher. For those ANOVAs that were significant, the Dunn multiple comparison procedure was used to determine group differences. SPSS multiple classification analysis was utilized to determine predicted mean scores for the groups following the ANCOVA analysis.

The findings of the study indicate that the Summer Fireside Experience Program had a significant positive effect on retaining students in school after one year and cumulative grade point averages. The program was also found to aid students in the development of autonomy, relationships, interdependence, tolerance, and appropriate relations with the opposite sex.

Method: Experimental or Quasi Experimental
Publication Type: Theses or Dissertation
Source: Administrative Records

Call: DAI 47/09A, p.3328 Publication No.: AAC8700350
Descriptors: Education/Outward Bound/wilderness orientation

Author: Gaston, Debra Wickstrom
Title: An Empirical Investigation of a Wilderness Adventure Program for Teenagers: The Connecticut Wilderness School
Univ.: Paper presented at the annual Meeting of the eastern Psychological Association (49th, Washington, DC, March 31, 1978). 1978. 12 pp.
Note: reports/research/technical

Abstract: Through an intensive 19-day outdoor experience of backpacking, hiking, rock climbing, and whitewater canoeing, the Connecticut Wilderness School has provided a novel therapeutic approach for problem youth referred by a wide variety of state agencies. To determine if participants in this program become more internally oriented, develop a higher level of self confidence, utilize more effective interpersonal coping strategies, and have fewer legal and social difficulties, this empirical investigation studied 135 teenagers (95 males, 40 females), aged 13 to 20, enrolled in the wilderness program and a similar comparison group of teenagers. Referring agencies rated the teenagers on dimensions of problem seriousness, self-awareness, emotional problems, and legal involvement. Demographic and personality pretest measures were collected. A random sub-sample of 72 students were also given a structured interview, assessing coping strategies in problematic interpersonal situations. A multisource follow-up of these students is currently underway. With approximately one half of the follow-up data collected, the following preliminary results have been obtained. Program participants remained more internally oriented 6 months after the course and reported a significantly lower overall frequency of deviant behavior than the comparison group. The teenagers reported positive changes in meeting significantly lower overall frequency of deviant behavior than the comparison group. The teenagers reported positive changes in meeting challenges, self confidence, getting along with parents, grades in school, and controlling temper.

Method: Experimental or Quasi Experimental
Publication Type: Conference Proceedings
Source: Combination

Call: ERIC ED178250; ERIC Issue RIEMAR80
Descriptors: therapeutic approach/problem youth/self confidence/pretest measures/coping strategies/follow-up data

Author: Gillett, Douglas; Thomas, B. Paul; Skok, Richard and T. F. McLaughlin.
Title: The effects of wilderness camping and hiking on the self-concept and the environmental attitudes and knowledge of twelfth graders.
Univ.: Okanogan Mission Senior Secondary, Kelowna School District, BC, Canada. 1991. 33-44 pp.
Note: Journal of Environmental Education; 1991 Spr Vol. 22 (3).

Abstract: Determined the effect of a 6-day wilderness experience on self-concept and the knowledge of and attitude toward the environment in 61 12th grade students. The experimental and control groups were pre- and posttested with the Tennessee Self-Concept Scale (TSCS), the Coopersmith Self-Esteem Inventory (SEI), and an environmental attitude and knowledge questionnaire. Analyses indicated a significant increase for the experimental group on 3 of 10 measures of self-concept in the TSCS, on 2 of 5 measures in the SEI, and in environmental knowledge. No change in attitude was found for the participants.

Method: Experimental or Quasi Experimental
Publication Type: Scientific Journal
Source: Questionnaire or Interview Surveys

Call:
Descriptors: environmental attitudes and

knowledge/self-concept/childhood/adolescence/ adulthood

Author: Kraus, Ingrid Wiener
Title: The Effectiveness Of Wilderness Therapy With Emotionally Disturbed Adolescents
Univ.: Georgia State University - College Of Arts And Sciences (0147) 1982. 153 pp.
Note: Downloaded from Dissertation Abstracts

Abstract: Wilderness therapy has been considered appropriate by many writers for emotionally disturbed adolescents who often tend to be overly aggressive or not very assertive. However, much previous research on the topic is flawed in design or statistical analysis. The purpose of this study is to examine whether adolescents decrease in aggressiveness, increase in assertiveness, or meet individual therapeutic goals through wilderness therapy. Subjects were 91 emotionally disturbed adolescents, ages 11-20, with 67 males and 24 females, 20 black and 71 white. Groups of subjects were assigned as randomly as possible to experimental and control conditions so that 50 subjects were experimental and 41 were controls. The Outdoor Therapeutic Program (OTP) in North Georgia, a state-supported agency, was chosen as prototypical of short-term wilderness therapy programs. All subjects eventually participated in a 10-day wilderness trip at OTP. However, experimental subjects were tested before and after a trip on the Interpersonal Behavior Survey (IBS) (Mauger & Adkinson, 1980), a test of aggressiveness and assertiveness, while control subjects were tested twice before a trip occurred. Experimental and control subjects were also evaluated on individual therapeutic goals according to Goal Attainment Scaling methodology (Kiresuk & Sherman, 1968), with experimental subjects evaluated after a trip and control subjects evaluated before a trip. Results showed that experimental subjects surpassed control subjects on goals attained at $p = .013$. With few exceptions, hypotheses that adolescents would decline in aggressiveness or increase in assertiveness as a result of wilderness therapy were not supported. A hypothesis that IBS change and goal attainment would be correlated was also not supported. Thus, wilderness therapy aids emotionally disturbed adolescents in reaching therapeutic goals. A 10-day trip may not, however, be long enough to change basic interpersonal styles of aggressiveness and assertiveness. These results illustrate the value of the goal-setting approach to outcome research.

Method: Experimental or Quasi Experimental
Publication Type: Theses or Dissertation
Source: Questionnaire or Interview Surveys

Call: DAI 44/05B, p.1597 Publication No.: AAC8321362
Descriptors: Psychology/wilderness therapy/disturbed adolescents/behavior/therapy

Author: Lambert, Michael J.; John F. Segger; John S. Staley; Berkley Spencer; Douglas Nelson.
Title: Reported Self-Concept and Self-Actualizing Value changes As A Function of Academic Classes With Wilderness Experience
Univ.: Brigham Young Univ. 1978. 1033-1040 pp.
Note: Perceptual and Motor Skills (Journal), Vol. 46.

Abstract: This study examined changes in self-perception and actualizing values as a function of participation in college classes which included wilderness experience. Two separate wilderness programs were investigated: the first emphasized intense, sustained, physical and mental challenges and learning how to live off an inhospitable environment; the second emphasized traditional laboratory group activities in a wilderness retreat. Changes in students taking these courses were contrasted with changes in college students registered for either a lecture-type course or a course with lectures and time-limited, structured, experiential learning. Positive changes in self-concept as measured by the Tennessee Self-

concept Scale were apparent in participants who had either wilderness program. Control subjects did not show significant gains. Changes from pre-to-post-course were not found on the Personal Orientation Inventory. While limitations must be noted, the college courses which included a wilderness experience had a positive impact on participants.

Method: Experimental or Quasi Experimental
Publication Type: Scientific Journal
Source: Questionnaire or Interview Surveys

Call:
Descriptors: self perception/self actualization/university

Author: Mang, Marlis
Title: The Restorative Effects Of Wilderness Backpacking (Field Research, Quasi-Experiment, Environments)
Univ.: University Of California, Irvine (0030)
Degree: PH.D. 1984. 193 pp.
Note: Downloaded from Dissertation Abstracts

Abstract: The dissertation uses a quasi-experimental design to examine restorative effects of wilderness backpacking. Three groups are compared: One group consists of twenty-five individuals who participated in backpacking trips in the Sierra Nevada mountains of California (backpacking group), another group contains eighteen individuals who were on non-wilderness vacations (vacation control group), while the third group consists of twenty-five individuals who were involved in the usual business of everyday life. Persons in all three groups are experienced backpackers. The design includes pre- and posttesting and a three-week follow-up. The time lapse between pre- and posttesting varied between four days and a week. Self-report and behavioral measures were administered to assess psychological restoration on emotional, mental, and spiritual levels. Attitudes toward wilderness and physical fitness were assessed as a partial check on confounding variables.

The data provide suggestive evidence for restorative effects of wilderness backpacking. Of the eight indicators of emotional well-being, the overall happiness scale showed the hypothesized significant time-by-group interaction effect. Several other self-report measures while not significant were in the predicted direction. While the three groups did not differ at pre- and posttesting, the backpacking group had significantly higher overall happiness at the three-week follow-up.

Results also indicate mental restoration effects. Proofreading was used as an indicator of attentiveness and concentration. While both baseline and vacation control groups showed a decline in proofreading performance from pre- to posttesting, the backpacking group demonstrated increased proofreading performance at posttesting. The data lend support to the position of wilderness as a restorative environment. No changes were found for a frustration tolerance task, that immediately followed proofreading. Aftereffects of the proofreading task are discussed as a plausible explanation for the lack of group differences on the second aftereffect task.

The data did not support the hypothesis of spiritual restoration. Characteristics of the posttesting situation may have masked effects on these self-report scales.

Method: Experimental or Quasi Experimental
Publication Type: Theses or Dissertation
Source: Participant Generated Data

Call: DAI 45/09B, p.3057 Publication No.: AAC8427815
Descriptors: Psychology/backpacking/personal growth

Author: Martin, Peter Blaine
Title: The Effect Of An Outdoor Adventure Program On Group Cohesion And Change In Self-Concept
Univ.: Boston College (0016) Degree: PH.D. 1983. 194 pp.
Note: Downloaded from Dissertation Abstracts

Abstract: Within the context of an outdoor

adventure group, this study focuses on the effect of interpersonal needs and compatibilities on group cohesion and change in self-concept, as well as the effect of group cohesion and change in self-concept, as well as the effect of group cohesion on change in self-concept. There were three sources of data: an experimental group, a comparison group, and the leaders of the wilderness groups. The experimental group and the comparison group consisted of students from two Upward Bound programs. The instruments used were the Tennessee Self Concept Scale (TSCS), the FIRO-F, the FIRO-B, and the Kelly-Baer Rating Scale. During the pre-tests, the experimental group took the first three instruments; the comparison group took the TSCS, and the leaders took the FIRO scales. When the experimental group finished its course, it took the TSCS, the Kelly-Baer Scale, and subjective questionnaires; the comparison group retook the TSCS.

The first step in the statistical analysis involved a comparison of change in self-concept between the experimental group and the comparison group. To do this, a t-test for uncorrelated means was performed on the self-concept difference scores.

The second step involved a series of correlational matrices: (UNFORMATTED TABLE FOLLOWS)

Interpersonal Needs Member-Member Compatibility by Group Cohesion Member-Leader Compatibility:

Interpersonal Needs Member-Member Compatibility Member-Leader Compatibility by Change in Self-Concept Kelly-Baer Rating Scale Group Cohesion
(TABLE ENDS)

In order to reduce the number of variables, however, and to render the data more meaningful, the FIRO-B and FIRO-F scores were combined when looking at both interpersonal needs and compatibilities.
The results indicate that the wilderness experience has a positive impact on self-esteem. However, only two factors contributing to this change were found: reciprocal compatibility for affection among members, and total reciprocal compatibility among members.

In the search for factors correlated positively with group cohesion, eight were found: (a) Interchange a reciprocal compatibility for affection between members and leaders; (b) Total compatibility between members and leaders, and (c) Five measures of the FIRO tests (Inclusion, Affection, Expressed, Wanted, and Total).

Method: Experimental or Quasi Experimental
Publication Type: Theses or Dissertation
Source: Questionnaire or Interview Surveys

Call: DAI 44/05B, p.1639 Publication No.: AAC8320352
Descriptors: Psychology/self-concept/group/self-esteem

Author: Minor, Kevin I.; Elrod, H. Preston
Title: The effects of a multi-faceted intervention on the offense activities of juvenile probationers.
Univ.: Southwest Missouri State Univ., Springfield, MO. 1990. 87-108 pp.
Note: Journal-of-Offender-Counseling,-Services-and-Rehabilitation; 1990 Vol. 15(2).

Abstract: A 3-mo. intervention to expand juvenile court services to include job preparation, outdoor experiential, and family components did not significantly reduce offense activities during an 18-mo. follow-up of 22 probationers (12-17 yrs old), compared with traditional probation supervision of 23 controls. The intervention sought to enhance integration into conventional social institutions and to transform the negative influence of delinquent peers. Self-reported delinquency and official offense data were examined in a 2-factor (intervention and case status) experimental pretest-posttest design. The only significant result was that some experimental Ss with extensive backgrounds of crime displayed fewer offenses than did matched controls. (PsycLIT Database Copyright 1991 American Psychological Assn, all rights reserved)

Method: Experimental or Quasi Experimental
Publication Type: Scientific Journal

Source: Combination

Call: IS: 01956116
Descriptors: occupational guidance/family/juvenile delinquents/adjudication/follow-up studies/school age children/adolescence

Author: Munn, Walter Daniel
Title: The Impact Of A Brief Therapeutic Wilderness Experience On Locus Of Control And Self-Esteem Of Handicapped Adolescents
Univ.: University Of Northern Colorado (0161)
Degree: EDD 1983. 101 pp.
Note: Downloaded from Dissertation Abstracts

Abstract: Literature has given general support for the use of experiential education and wilderness programs to foster attitudinal and behavioral change in youth. Methodological and procedural improvements are needed in the area to test theoretical predictions and to clarify vague and sometimes conflictual findings. The present study involved an intensive two-day therapeutic wilderness program with handicapped adolescents. The study questioned whether or not a brief wilderness experience would produce a significant impact on locus of control and self-esteem. The influence of variables such as duration, intensity, leader training, program content and implementation was considered an important aspect of the problem of how to produce an impact.

A pre-post and follow-up control group design was utilized. Although no overall treatment effects were found as a result of MANOVA procedure, univariate analysis resulted in a significant interactional effect on the variable of locus of control.

The findings indicated that the brief intensive wilderness experience influenced locus of control in a positive direction. However, the effect on self-esteem was neutral. Duration of the wilderness program was suggested as an essential variable for influencing self-esteem.

Recommendations were made for the use of wilderness therapy programs and modifications for further research. These recommendations included increasing the duration of the wilderness outing or extending it through repeated outings and related in-school activities. Partial support was given for the use of wilderness therapy activities in special education programs.

Method: Experimental or Quasi Experimental
Publication Type: Theses or Dissertation
Source: Unable to Identify

Call: DAI 45/01B, p.340 Publication No.: AAC8408151
Descriptors: Psychology (0621)/self-esteem/duration

Author: Plouffe, Mary Elizabeth Mahoney
Title: A Longitudinal Analysis Of The Personality And Behavioral Effects Of Participation In The Connecticut Wilderness School: A Program For Delinquent And Pre-Delinquent Youth
Univ.: The University Of Connecticut (0056)
Degree: PH.D. 1981. 85 pp.
Note: Downloaded from Dissertation Abstracts

Abstract: Six months after completing the Connecticut Wilderness School program for delinquent and pre-delinquent youth, 104 graduates were contacted to assess personality and behavioral changes. A multi-source design was used, collecting data from agency, parent, and Wilderness School staff, as well as from subject self-report questionnaires. These data were combined with data collected before and after the nineteen day course (Gaston 1978). Data were collected on 92% of the subject sample. A post-hoc only control sample of 50 subjects was obtained at the time of follow-up.

Self-Report measures included the Nowicki-Strickland Internal/External Locus of Control(I/E), a Self-Rating Scale assessing self-confidence and self-image, and a Deviant Behavior Scale assessing frequency of deviant behavior in school, home, and community settings. A structured interview and a measure assessing the amount of change in different

areas were also administered.

Agency data included the Peterson Quay Behavior Problem Checklist and a questionnaire including demographic data and behavioral ratings. Parents completed a questionnaire regarding changes in personality, attitudes, and behavior, and Wilderness School staff maintained records regarding the amount and type of follow-up contact.

Multiple analyses indicated that treated youngsters were more internal (locus of control), and more positive in their self-rating than control subjects. Treated youngsters also exhibited significantly less deviant behavior and fewer arrests than controls. Age was related to internality increases, and a significant sex effect was found on the deviant behavior scale, indicating females to be less deviant across groups than males.

Agency Ratings on the Behavior Problem Checklist indicated less problem behavior for the treated group overall, with significant between-group differences on total score, and Personality Problem, Inadequacy/Immaturity, and Conduct Problem subscales. No differences were found on the Socialized Delinquency subscale.

Longitudinal Analyses revealed no regression in internality scores from post-course to follow-up, and low correlations between I/E and behavioral measures. Some correlation of behavior and self-rating was found. Repeated measures analyses of variance resulted in significant trials effects for I/E, and for the Behavior Problem Checklist, including all four subscales. A sex main effect was found for BPC total score, and for the Conduct Problem subscale.

Correlational analyses of the agency, parent and self-report data reveal strong agreement on the overall effects of the program, with less agreement on individual areas of change.

The amount of parent involvement in follow-up services was significantly related to increases in subjects' internality.

The results indicate that this program has a measurable effect on reducing delinquent behavior in the treated group. It appears to be most successful for females, and for youngsters in the early stages of delinquency.

Method: Experimental or Quasi Experimental
Publication Type: Theses or Dissertation
Source: Combination

Call: DAI 41/12B, p.4683 Publication No.: AAC8111911
Descriptors:
Psychology/behavior/personality/delinquent

Author: Pompa, Janiece Lynn
Title: Aspects Of Sex Role And Self-Esteem In Mormon Adolescents Following A Wilderness Experience
Univ.: Michigan State University (0128)
Degree: PH.D. 1983. pp. 165
Note: Downloaded from Dissertation Abstracts

Abstract: This study described the psychological sex role characteristics of 67 Mormon adolescents prior to a five-day wilderness experience, as compared to a control group of 71 Utah high school students. In addition, the relationship of sex role and self-esteem in these two groups, as well as changes in the Mormon sample following their outdoor experience, were investigated.

T-tests revealed that at pre-test, experimental and control females scored significantly higher than experimental and control males on sub-scales of the Tennessee Self-Concept Scale (TSCS) measuring moral-ethical worth and social self-esteem. Experimental group females also scored significantly higher than experimental group males on TSCS measures of behavioral satisfaction and global self-esteem.

With regard to psychological sex role, subjects' scores on the Bem Sex Role Inventory (BSRI) revealed that at pre-test, most Mormon adolescent males were classified as Masculine, while most Mormon adolescent females were classified as Feminine and Androgynous. In addition, the number of subjects classified as cross-sex-typed was very small. A Chi-square test of independent samples revealed that the distribution of experimental group subjects in

sex role categories was significantly different than the distribution in Bem's standardization sample.

Although McNemar tests showed that neither male nor female experimental group members shifted from sex-typed to androgynous from pre- to post-test to a significant degree, multiple regression analyses revealed that mid- and high-scoring experimental females' BSRI Masculinity scores increased significantly from pre- to post-test, when compared to mid- and high-scoring control females. There was no significant difference in these males' BSRI Masculinity or Femininity scores, or females' Femininity scores, from pre- to post-test.

Finally, it was found that the experimental group as a whole showed significantly increased TSCS global self-esteem scores from pre to post-test. A main effect for sex role was also found, and Scheffe post-hoc analyses revealed that Masculine and Androgynous subjects' scores considered together were significantly higher than Feminine and Undifferentiated subjects' scores at both pre- and post-test.

Method: Experimental or Quasi Experimental
Publication Type: Theses or Dissertation
Source: Questionnaire or Interview Surveys

Call: DAI 44/07B, p.2257 Publication No.: AAC8324761
Descriptors: Psychology/self-esteem/sex role/adolescents

Author: Porter, William W.
Title: The Development and Evaluation of the Wilderness Experience Program
Univ.: available in paper copy and microfiche only 1975. 13 pp.
Note: reports/research/technical

Abstract: A therapeutic approach, including transactional analysis, assertiveness training, personal causation and modeling theories, was effectively incorporated into the Wilderness Experience Program (WEP) for problem youth, to meet the goal of developing an emancipated individual who could assume responsibility, develop realistic self-expectancies and trust others. A review of the literature and evaluation of the 1971 and 1972 WEP programs, which largely served economically deprived children, indicated the therapeutic potential of the wilderness; more sophisticated evaluations of the 1971 and 1972 WEP programs, which largely served economically deprived children, indicated the therapeutic potential of the wilderness; more sophisticated evaluations were needed to substantiate the reported positive outcomes. Evaluation of 124 participants in the 1973 program and 54 participants in the winter 1974 program by two paper and pencil inventories (A self-esteem measure and a behavioral rating form) indicated positive results in both programs. A control group for the 1974 program showed no consistent improvement on the measure. Furthermore, the results suggested transfer of the newly acquired problem-solving skills learned in the wilderness environment to school and home environments. It was concluded that more extensive evaluation and more sophisticated research could isolate the change associations more accurately. The development of WEP, program design and therapeutic methods used, discussions of staff selection and training, and table of results are included.

Method: Experimental or Quasi Experimental
Publication Type: Published Report or Monograph
Source: Questionnaire or Interview Surveys

Call: ERIC ED200366; ERIC Issue RIEAUG81
Descriptors: problem youth/economically deprived/program design, methods, training

Author: Sachs, John Jaroslav
Title: The Impact Of A Modified Wilderness Camping Program On The Social Interactions And Social Expectations Of Behavior Disordered Adolescents
Univ.: Southern Illinois University At Carbondale (0209) Degree: PH.D. 1982. 226 pp.

Note: Downloaded from Dissertation Abstracts, also found in journal: Behavioral Disorders; 1992 Feb. Vol. 17 (2) pp. 89-98.

Abstract: The purpose of this investigation was to evaluate the impact of a wilderness camping program on the aggressive and cooperative behavior of behavior disordered adolescents. In addition, an attempt was made to determine if there was a relationship between the students' expectations for aggressive and cooperative behavior and their overt behavior in the school environment. A total of 16 students were randomly selected from a total of 24 students, and randomly assigned to an experimental group (n = 8) and control group (n = 8). The students were assessed on two standardized and two observational instruments 1 week prior to the 3-day camping program, 1 week, and 1 month after the completion of the treatment program. The data analysis employed in this study was analysis of covariance. The results of the short-term assessment revealed that the experimental group cooperated to a greater degree than the control group at the $p < .02$. Although the experimental group cooperated a higher percentage of time during the follow-up assessment, this failed to reach statistical significance. There were no significant differences established on the remaining dependent measures and the relationship between the students' expectations and overt behavior was not established.

Implications of this study indicate that further studies should be conducted with larger groups and that instruments which attempt to measure expectations need to be further developed and refined.

Method: Experimental or Quasi Experimental
Publication Type: Theses or Dissertation
Source: Questionnaire or Interview Surveys

Call: Source: DAI 43/07A, p.2315 Publication No.: AAC8229312
Descriptors:
education/therapy/adolescence/behavior disorders/ self-efficacy/Bandura

Author: Weeks, Sharon Zirkle
Title: The Effects Of Sierra Ii, An Adventure Probation Program, Upon Selected Behavioral Variables Of Adolescent Juvenile Delinquents
Univ.: University Of Virginia (0246) Degree: EDD 1985. 155 pp.
Note: Downloaded from Dissertation Abstracts

Abstract: The purpose of this investigation was to compare the Sierra II group, a Wilderness Adventure Program, to a control group receiving a traditional probation program on recidivism and school behavior pre, post, and 6 months following the program. The second part of the study was to analyze the effects of Sierra II, serving as a probation alternative on selected behavioral variables (self-esteem and interpersonal effectiveness) in a group of juvenile delinquents. Pre, post, and 3-month follow-up tests were given to the experimental group. The subjects for this study (n = 18) with ages ranging from 13 to 17 years were adjudicated through the Virginia Beach Juvenile Court System and referred to the Sierra II Program from the field units. The control group (n = 18) with ages ranging from 13 to 17 years was randomly selected from a pool of adjudicated delinquents from the Virginia Beach Juvenile Court System.

Data relative to recidivism, school behavior, self-esteem, and interpersonal effectiveness were analyzed by an ANOVA repeated measures. The results of the variable, recidivism, showed a significant decline in crimes for both groups over the 3-time periods (pre, post, and follow-up; $p < .001$). There was also a significant interaction between the Sierra II and the control group over the pre-to-post-time period on recidivism ($p < .001$). The results indicated that for the four variables of school behavior, number of teachers' negative remarks, grades, absences, and number of discipline remarks, absences was the only variable which showed a significant interaction effect over the pre-to-post-time period between the Sierra II and the control groups ($p < .05$). The 6-month treatment phase of the Sierra II Program was more effective than the 6-month treatment phase

of the control group in reducing absences. The Sierra II participants showed a significant improvement on the behavioral variables of self-esteem and interpersonal effectiveness over the 3-time periods ($p < .001$). Further research needs to be implemented to evaluate the successful program components that distinguish the Sierra II Probation Program from the traditional probation programs.

Method: Experimental or Quasi Experimental
Publication Type: Theses or Dissertation
Source: Administrative Records

Call: DAI 46/12A, p.3607 Publication No.: AAC8526895
Descriptors: Education/guidance/counseling/self-esteem/juvenile delinquents

Author: Williams, Theodore Eugene
Title: The Effects Of A Brief Adjunctive Physical Challenge Wilderness Program On Locus Of Control In Adolescent Substance Abusers (Therapy)
Univ.: Oklahoma State University (0664)
Degree: PH.D. 1984. 81 pp.
Note: Downloaded from Dissertation Abstracts

Abstract: Scope of Study. The study focuses on the use of a physical Challenge Wilderness program with substance abusing adolescents. A sample of 60 randomly selected adolescents were randomly assigned to either an experimental condition which received a three-day wilderness trip or a control condition receiving no treatment. It was hypothesized that experimental would become (more internal) on their Locus of Control orientation as measured by the Intellectual Achievement Responsibility Questionnaire when compared to controls tested on the same instrument. The experimental were divided into four groups, each group being exposed to three days equally divided between whitewater canoeing, rappelling, and backpacking. Group sessions were held in the evening of each day to revivify the experiences. A posttest only control group design was utilized.

Findings and Conclusions. A one way analysis of variance was performed of the total I.A.R. scores of both groups. At the .05 level of confidence, the calculated F-ratio was significant and a mean score analysis indicated that experimental scored more internal than controls. It was concluded that experimental exposed to a three-day physical challenge wilderness trip improved (became more internal) compared to controls receiving no treatment.

Due to the limited size of the sample, design restrictions, and characteristics of the population, further inferences and generalizations were not offered. Recommendations included use of pretest, posttest, and delayed posttest designs, the comparisons of physical challenge therapies with group or individual psychotherapies, and expansion of research into further uses of physical challenge therapies.

Method: Experimental or Quasi Experimental
Publication Type: Theses or Dissertation
Source: Questionnaire or Interview Surveys

Call: DAI 46/04A, p.900 Publication No.: AAC8504392
Descriptors: Education/counseling/locus of control/adolescent substance abusers

Author: Wright, Alan Nelson
Title: Therapeutic Potential Of The Outward Bound Process: An Evaluation Of A Treatment Program For Juvenile Delinquents
Univ.: The Pennsylvania State University (0176) Degree: PH.D. 1982. 167 pp.
Note: Downloaded from Dissertation Abstracts

Abstract: An evaluation was conducted of the effects of an adapted Outward Bound program on delinquent youth. Specifically the study measured the program's effects on the self-esteem, self-efficacy, locus of control, cardiovascular fitness, and problem-solving skills of the participants. Individuals were assigned to an experimental group and a control

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group through a random process existent within the referral system of the agency. Experimental subjects participated in the 26-day wilderness treatment program. The control group subjects were waiting for placement in the program.

The Tennessee Self Concept Scale, modified Internal-External Scale, Generalized Expectancy for Success Scale, and modified Harvard Step Test were administered to both groups as a pretest and a posttest. The Means-Ends Problem-Solving Procedure was given to the experimental group at the pretest and posttest. A background information sheet was also completed on each subject recording simple demographic information and offense history from agency case files.

The data analysis used the analysis of covariance, matched t-tests, and product-moment correlation techniques. The analysis revealed that there was a significant difference between the experimental and control group in self-esteem ($p < .01$), internality ($p < .01$), and fitness ($p < .05$) at the end of the wilderness program. The experimental subjects were found to show a significant increase in self-esteem ($p < .001$), self-efficacy ($p < .01$), internality ($p < .001$), and fitness ($p < .001$) between the beginning and the end of the program. The experimental group however showed no gain at all in problem-solving skills. The analysis also demonstrated that neither the seriousness of offense history nor the demographic variable of age were strongly related to having a more positive experience in the adapted Outward Bound program.

The major conclusions of the study were that the program made a significant impact on the participant's physical fitness and self-orientation (i.e. self-esteem, self-efficacy, and locus of control). In contrast to those positive program effects, the study demonstrated that participants failed to show an increase in problem-solving skills as a result of the program.

Method: Experimental or Quasi Experimental
Publication Type: Theses or Dissertation
Source: Questionnaire or Interview Surveys

Call: Source: DAI 43/03A, p.923 Publication No.: AAC8218950
Descriptors: Recreation (0814)/Outward Bound/therapy/self-esteem/tests/problem-solving/juvenile delinquents

Author: Zwart, Timothy J.
Title: The Effects Of A Wilderness/Adventure Program On The Self-Concept, Locus-Of-Control Orientation, And Interpersonal Behavior Of Delinquent Adolescents
Univ.: Western Michigan University (0257)
Degree: EDD 1988. 140 pp.
Note: Downloaded from Dissertation Abstracts

Abstract: The purpose of this study was to examine the effects of a 26-day therapeutic wilderness program for delinquent adolescent males on three conceptually distinct but closely related constructs: self-concept, locus of control orientation, and interpersonal behavior. Justification for the study was derived from the limitations of past wilderness/adventure research which suggested that there was a need for additional research on the effects of this type of alternative program for delinquent adolescents.

It was hypothesized that following participation in this program the youths would exhibit increased self-concept, more internal locus of control orientation, would express higher needs for inclusion and affection and a lower need for control, and would display more socially adaptive interpersonal behaviors.

In order to examine the research questions, three self-report inventories were administered to 43 adjudicated delinquent male adolescents participating in this program which serves as an alternative to traditional detention treatment. A sample of 45 male delinquents in a traditional detention program served as a comparison group. In addition to the pretest, posttest, and follow-up self-report data, behavioral observations were obtained from the instructors of the wilderness courses.

The results of this study failed to show a significant treatment effect on any of the primary dependent variables. The lack of a

significant effect on the self-concept and locus of control variables was attributed primarily to apparent exaggeration and inaccurate self-report by the subjects in both samples. While there was no statistically significant effect on the three measures of interpersonal need, the results of the behavioral observations by the group leaders indicated that the participants learned more socially appropriate behaviors as a result of the experience (were observed to communicate more effectively, be more responsible and sociable, and possess higher self-esteem).

It was suggested that future researchers might continue to study these variables, especially the interpersonal effects of participation. It was also suggested that qualitative research methods and research on specific program variables would be appropriate.

Method: Experimental or Quasi Experimental
Publication Type: Theses or Dissertation
Source: Combination

Call: DAI 49/07A, p.1709 Publication No.: AAC8816827
Descriptors:
Education/psychology/delinquent/self-concept/behavior/locus of control

Comparative Analysis
- 6 entries

Author: Chiles, Austin M. , Jr.
Title: Antecedents And Outcomes Of Male Delinquents Referred To The Utah State Youth Development Center For Survival Training
Univ.: Brigham Young University (0022)
Degree: PH.D. 1984. 78 pp.
Note: Downloaded from Dissertation Abstracts

Abstract: Ninety adjudicated delinquents who appeared before the juvenile court system of Utah were ordered to participate in a wilderness survival program (n = 45) or to the Utah State Youth Development Center (n = 45). Recidivism data were analyzed on 90 subjects at six months and on 30 matched subjects at two years. It was found that judges tended to send youths with more extensive court contacts to the state school facility. Demographic differences between the two groups were also analyzed. Analysis of covariance was used to examine the data. The six-month analysis revealed no significant differences between the two groups on number of offenses or offense severity. At two years the groups that were matched for initial offenses revealed that the state school group had a higher rate on total offense severity and property offenses but not in the number of offenses. The survival group increased in traffic violations while the development center subjects increased in all other categories of delinquency. Some implications of the findings were discussed.

Method: Comparative Analysis
Publication Type: Theses or Dissertation
Source: Administrative Records

Call: DAI 45/09A, p.2997 Publication No.: AAC8425296
Descriptors: Sociology/therapy/delinquents

Author: Cockrell, David
Title: Changes in Self-Efficacy Through Outdoor Skills Instruction
Univ.: Division of Health, Physical Education and Recreation, Virginia Polytechnic Institute and State Univ., Blacksburg, VA. July 1990. 35-37 pp.
Note: source: USDA Forest Service General Technical Report RM-193; The Use of Wilderness for Personal Growth, Therapy, and Education; A.T. Easley, Joseph F. Passineau, and B.L. Driver, compilers.

Abstract: Changes in specific and generalized efficacy resulting from exposure to outdoor skills instruction were examined for six different activities with varying levels of risk and arousal. Results suggest that a short experiential outdoor skills course can produce positive changes in efficacy expectations for performance and that greatest efficacy gains are found in those with low initial expectations. Activities with higher arousal potential appear to be more effective in producing efficacy changes.

Method: Comparative Analysis
Publication Type: Conference Proceedings
Source: Questionnaire or Interview Surveys

Call:
Descriptors: self-efficacy changes/outdoor education/arousal/risk

Author: Estes, Cheryl A.
Title: Outward Bound: The Congruence Of Principles And Practice (Environmental Awareness, Outdoor Education)
Univ.: The Ohio State University (0168)
Degree: PH.D. 1990. 219 pp.
Note: Downloaded from Dissertation Abstracts
Adviser: Kleinman, Sy

Abstract: This dissertation describes the congruence of principles and practice at the North Carolina (NCOBS) and Colorado Outward Bound Schools (COBS). The eleven principles measured were judgment and action, self-discovery, self-development, success and failure, responsibility to community, service, compassion, value of commitment, environmental awareness, cooperation and

introspection. A questionnaire was developed to ascertain the perceptions of staff and students regarding the importance of each principle and how well it is conveyed in practice. For comparison, the data was placed in four groups; NCOBS students, COBS students, NCOBS staff and COBS staff. Descriptive statistics including frequencies, percentages, and measures of central tendency are reported to address five research questions: perceptions of importance and conveyance, group differences, ranking of mean scores, course components, and quality of instruction. Differences in group means were determined using a one way analysis of variance with post-hoc analysis (alpha level of .05).All four groups perceived that the eleven principles were important to Outward Bound and were experienced by the standard course students in varying degrees ranging from "some of the time" to "often." Significant differences between groups included: NCOBS students experienced the compassion principle more often than COBS students; COBS staff perceived that the environmental awareness principle was more important than did NCOBS staff; and NCOBS students experienced the cooperation principle more often than NCOBS staff perceived. Quality of instruction was perceived to be high by all groups. Conclusions suggest that there is some support for the claim that certain core values of Outward Bound are de-emphasized at the level of practice. However, Outward Bound appears to have remained close to Kurt Hahn's original intent in its operating principles. Effort is needed to increase the importance of the service principle if this principle is to remain a top priority for Outward Bound. Recommendations for Outward Bound and recommendations for further research were made.

Method: Comparative Analysis
Publication Type: Theses or Dissertation
Source: Questionnaire or Interview Surveys

Call: Source: DAI 51/12a, P.4058 Publication No.: AAC 9111702
Descriptors: Education, Physical (0523)/Education, General (0515)//

Author: Hanna, Glenda Marie
Title: The Effects Of Adventure And Ecology Education Programming On Participants' Wilderness Knowledge, Attitude, Intentions And Behavior
Univ.: The Ohio State University (0168)
Degree: PH.D. 1988. 374 pp.
Note: Downloaded from Dissertation Abstracts

Abstract: This study describes and explains the similarities and differences which exist between adventure and ecology education programming with respect to participants' wilderness knowledge, attitude, intentions and behavior. To this end, an adult outdoor adventure program (Outward Bound) was compared with an adult field ecology program (Audubon).

A model of reasoned wilderness behavior was developed based on the foundational work of Fishbein and Ajzen. This model proposes that predisposing factors such as sociodemographics and past experience in and for wilderness interact with what an individual knows about the natural environment and living and traveling in it. These factors work together and lead to the development of attitudes toward wilderness issues; from anthropocentric (wilderness should be preserved as a venue for outdoor recreation and other utilitarian purposes) to ecocentric (wilderness should be preserved for environmental conservation purposes). According to the model, wilderness issue attitude leads to the formation of intentions in (outdoor recreation) and/or for (environmental involvement) wilderness. Finally, these intentions are manifest in actual specifically related behavior in and/or for wilderness.

Four sub-programs emerged during data collection: Audubon Residential, Audubon Wilderness Research Backpacking, Outward Bound General and Outward Bound Patrol. These programs were studied quantitatively with instruments administered on a pretest, posttest and six month delayed posttest schedule. In addition, qualitative data was collected over the

length of each program in order to provide descriptive information. The triangulation of qualitative methods and sources was valuable in explaining, supporting and on occasion, bringing into question the results obtained quantitatively.

Sociodemographically, the only differences between the groups were age, place of residence, and occupation. Audubon enrollees tended to have more hard science background.

Audubon groups performed better on cognitive tests of basic ecological knowledge and minimal impact backcountry techniques. There were few differences between Audubon and Outward Bound in post program intentions and involvement in and/or for wilderness, but many differences emerged between the sub-programs in this regard.

In light of quantitative and qualitative findings, the researcher made recommendations for outdoor education program practitioners (both adventure and environmental) as well as suggestions for related research. (Abstract shortened with permission of author.)

Method: Comparative Analysis
Publication Type: Theses or Dissertation
Source: Combination

Call: DAI 50/02A, p.386 Publication No.: AAC8907234
Descriptors: Education/Outward Bound/behavior/attitude/knowledge/ecology

Author: Hartig, Terry; Mang, Marlis; Evans, Gary
Title: Restorative effects of natural environment experiences.
Univ.: Univ. of California, program in social ecology. Irvine, CA. 1991. 3-26 pp.
Note: Environment and Behavior; 1991 Jan Vol. 23(1)

Abstract: Explored the utility of different theoretical models of restorative experience in a quasi-experimental field study and a true experiment. The former, Study 1, was conducted with 68 experienced backpackers. It included wilderness backpacking and nonwilderness vacation conditions and a control condition in which Ss continued with their daily routines. The 2nd study was conducted with 34 college students and had urban environment, natural environment, and passive relaxation conditions. Multimethod assessments of restoration consisted of self-reports of affective states, cognitive performance, and, in Study 2, physiological measures. Convergent self-report and performance results obtained in both studies offer evidence of greater restorative effects arising from experiences in nature.

Method: Comparative Analysis
Publication Type: Scientific Journal
Source: Participant Generated Data

Call:
Descriptors: emotional states/cognitive processes/health/adulthood

Author: Hazelworth, Maureen; Wilson, Beth
Title: The effects of an outdoor adventure camp experience on self-concept.
Univ.: North Carolina Univ.; Raleigh, NC. 1990. 33-37 pp.
Note: Journal of Environmental Education; 1990 Sum Vol. 21(4)

Abstract: Measured the effects of an outdoor adventure program on the self-concept of 39 participants (aged 12-15 yrs.) The program consisted of four 2-wk sessions, each with a different adventure focus. Ss completed the Tennessee Self-Concept Scale before and after each adventure session. Overall analysis of self-concept showed significant positive changes in moral-ethical self-concept, identity and self-satisfaction. varying changes in self-concept were recorded for each session. Positive changes in the moral-ethical attitudes toward family aspects of self-concept were most common. The structural organization of a camp may directly affect the self-concept of participants in certain areas.

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Method: Comparative Analysis
Publication Type: Scientific Journal
Source: Questionnaire or Interview Surveys

Call:
Descriptors: self-concept/school-age children/childhood/adolescence

Internal Comparison
- 29 entries

Author: Adams, Chauncey Sandberg
Title: Effects Of Wilderness Experience On High School Students Of Varied Defensive Patterns
Univ.: Brigham Young University (0022)
Degree: PH.D. 1982. 72 pp.

Note: Downloaded from Dissertation Abstracts
Abstract: Research evidence has demonstrated that wilderness experience has a positive effect on self-concept and personal functioning. The present study, following Beutler's model, hypothesized that persons of external patterns of defense would benefit more from wilderness experience than internal defenders. Fifty-seven volunteer adolescents who participated in a five-day wilderness experience were categorized into four defensive styles by the Jesness Inventory, one of which (acting out) was an external style. Gain scores on self-report (Profile of Mood States; Adjective Checklist) and other report (Child and Adolescent Adjustment Profile) scales failed to show significant differences among types. Some instructor rating scores showed that contrary to expectation, acting out types improved less than other types, and that normals improved most. A post-hoc analysis identified two variables (Jesness Repression; Profile of Mood States Tension-Anxiety) that show promise of predicting successful wilderness participants. Findings were discussed as they related to Beutler's model and recommendations for further research were made.

Method: Internal Comparison
Publication Type: Theses or Dissertation
Source: Participant Generated Data

Call: DAI 43/08B, p.2699 Publication No.: AAC8300386
Descriptors: Psychology/self-concept

Author: Aguiar, James David
Title: Analysis Of Successful Adventure Leaders (Outdoor Education, Recreation, High-Risk Activities, Survival)
Univ.: Boston University (0017) Degree: EDD 1986. 124 pp.
Note: Downloaded from Dissertation Abstracts

Abstract: This study was designed to compare selected characteristics of more successful adventure leaders with those of less successful leaders. The goal was to identify those characteristics associated with successful adventure leadership. Hypotheses were stated from the null perspective; thus predicting that there would be no significant difference in the (1) leadership opinions, (2) personality characteristics, (3) vocational/leisure interests, (4) age, (5) education, (6) experience and (7) gender of more successful leaders when compared to less successful leaders.

Three standardized instruments were used in this study: the Leadership Opinion Questionnaire, 16 Personality Factor, and Strong-Campbell Interest Inventory. Additional data were gathered on marital status, degrees earned, developmental environment, education level, and age. The subjects were 17 leaders (10 males, 7 females) employed in the summer of 1985 at the Wilderness School in Goshen Ct.

Students at W.S. are described as "troubled". A special questionnaire was used by the W.S. administrators to evaluate the leader's performance. Five categories were created for the analysis of leader competency: (1) Professional/Administrative, (2) Teaching, (3) Safety/Technical, (4) Interpersonal, and (5) Overall Evaluation.

Analysis of Variance, Pearson r and the t-Test were used to analyze the data ($P < .05$ used in all procedures). On the basis of their evaluations, the leaders were divided into two groups for analysis with the t-Test: Group #1 = Good; Group #2 = Outstanding.

Based on the results of the t-Test for the Overall Evaluation, two of the null hypotheses were rejected. These were the null hypotheses for level of education and for level of experience. More successful leaders were found to have more years of education. They were also

found to have higher levels of experience. A summary of the leaders' interests, as identified by the SCII, was presented for comparison with other professions. The Leadership Opinion Questionnaire was not recommended for future use in adventure research. It was recommended that the 16PF continue to be used in developing a profile for adventure education leaders.

Method: Internal Comparison
Publication Type: Theses or Dissertation
Source: Questionnaire or Interview Surveys

Call: DAI 47/02A, p.462 Publication No.: AAC8606837
Descriptors: Education/leadership/recreation

Author: Bateman, Kenneth Vaughn , Jr.
Title: Changes In Self-Concept And Behavior Of Adolescents In A Wilderness Therapeutic Camp
Univ.: East Texas State University (0103)
Degree: EDD 1990. 150 pp.
Note: Downloaded from Dissertation Abstracts

Abstract: A general goal of therapeutic treatment facilities for adolescents is to enhance the self-concept and teach appropriate behavioral responses. This study was designed to determine if participation in two selected residential wilderness therapeutic camps resulted in changes of self-concept and behavior after six, twelve, and eighteen weeks of camp treatment.

Thirty subjects, fifteen boys and fifteen girls who were twelve to fifteen years of age, were participants in a residential wilderness therapeutic camp for emotionally disturbed adolescents. Each subject completed the Piers-Harris Children's Self-Concept Scale (CSCS) at the beginning of treatment and after six, twelve, and eighteen weeks of treatment. The camp counselors completed the Child Behavior Checklist (CBCL) on each subject two weeks after entering the program and at six-, twelve-, and eighteen-week intervals. A global self-concept score was obtained from the CSCS, and a total behavior score was obtained from the CBCL. A trend analysis was used to test for differences in mean scores between the four testing intervals. The probability level was set at .05 for significance.

The results revealed that there was a significant positive linear trend in the improvement of self-concept over three of the four testing intervals. Between the third and fourth testing periods, significance was not reached, although change continued in the direction of the established trend. This study revealed a significant negative linear trend in the observed behavior of the subjects over three of the four testing intervals. Between the third and fourth testing periods, significance was not reached, although change continued in the direction of the established trend.

This study demonstrated that the self-concept of behaviorally troubled adolescents participating in a wilderness therapeutic camp can be improved significantly over an eighteen-week period. It was further revealed that the acting-out behavior of the subjects reported by the camp counselor increased over the eighteen-week period.

Method: Internal Comparison
Publication Type: Theses or Dissertation
Source: Participant Generated Data

Call: DAI 51/04A, p.1116 Publication No.: AAC9025270
Descriptors: Education/therapy/self-concept/behavior/adolescents

Author: Davidson, Scott Jules
Title: Upon A Hill They Stood; Experience And Change In Adventure Group School Counseling
Univ.: University Of Massachusetts (0118)
Degree: EDD 1987. 207 pp.
Note: Downloaded from Dissertation Abstracts

Abstract: This study articulates the theoretical structure of an adventure group school counseling treatment program: under stressful conditions of controlled risk (adventure), participants develop into a team (group) that

positively supports each member's experiential learning of socially significant skills (school), individual psychosocial growth, and specific behavior changes (counseling). As such, adventure group school counseling is an orderly incorporation of four key therapeutic processes: outdoor adventure, team development, experiential learning, and clinical debriefing. The closely related educational and counseling practices of Outward Bound and Project Adventure are examined in depth.

This study then analyzes the design, implementation, and evaluation of an adventure group school counseling program in wilderness search and rescue team training. By design, the program presented few financial burdens and an acceptable level of physical risk while providing direct psychological support services to underachieving adolescents in a Northeastern public high school. An experimental treatment group of 10 students identified by the school faculty as underachievers participated in 10 weekly treatment sessions that consisted of team building initiatives, wilderness search and rescue skills training, and group processing (clinical debriefing). Employing a before and after control group experimental design, significant findings (p $<=$.05) were indicated in the areas of increased self-esteem, complexity of social reasoning and internal locus of control as measured by the Tennessee Self Concept Scale, Selman Interpersonal Awareness Scale, and Locus of Control in Three Achievement Domains, respectively. Qualitative changes in the treatment groups' stage of team development were found. Changes in school comportment and attendance were nonsignificant.

Finally, this study addresses some of the problems in the field research of adventure group school counseling. Supplementary treatment and control groups provided additional data to measure important field site-specific and intrasubject variables. Recommendations for the future practice and research of adventure group school counseling are provided.

Method: Internal Comparison
Publication Type: Theses or Dissertation
Source: Participant Generated Data

Call: DAI 48/12A, p.3051 Publication No.: AAC8727032
Descriptors: Education/counseling/Outward Bound/Project Adventure /adolescents/self-esteem/locus of control

Author: Davis-Berman, Jennifer; Berman, Dene
Title: The Wilderness Therapy Program: An empirical study of its effects with adolescents in an outpatient Setting
Univ.: Univ. of Dayton; Dayton, OH. 1989. 271-281 pp.
Note: Journal of Contemporary Psychotherapy; 1989 Win Vol. 19(4).

Abstract: Evaluated a wilderness therapy program for 23 13-18 yr. olds in outpatient counseling. Data were collected before and after 4 camping trips using Rotter's Internal-external Locus of Control Scale, the Brief Symptom Inventory, Piers-Harris Children's Self-Concept Scale, the M. Sherer et al (1982) measure of self-efficacy and several measures designed for this program. Following a backpacking trip that included daily therapy, a decrease in self-reported symptoms and increases in self-efficacy and self-esteem were found.

Method: Internal Comparison
Publication Type: Scientific Journal
Source: Questionnaire or Interview Surveys

Call:
Descriptors: psychotherapy/therapeutic camps/counseling/adolescence/adulthood

Author: Easley, Arnold Thomas
Title: The Personality Traits Of Wilderness Leadership Instructors At NOLS: The Relationship To Perceived Instructor Effectiveness And The Development Of Self-Concept In Students (16pf, Tscs)
Univ.: Virginia Polytechnic Institute And State University (0247) Degree: PH.D. 1985. 197

pp.
Note: Downloaded from Dissertation Abstracts

Abstract: The objectives of this research were to determine if the personality traits of instructors at the National Outdoor Leadership School were related to instructor effectiveness as perceived by their students, and to determine if instructor effectiveness was related to changes in the self-concept of students who complete a NOLS course.

The research used a pre-treatment/post-treatment administration of the Tennessee Self-Concept Scale (TSCS) to 355 students in the treatment group, where the treatment was a NOLS course. A control group of 50 students consisted of students scheduled to take a NOLS course. Significant gains in self-concept were found, using ANCOVA analysis procedures, on 7 of the 10 TSCS scales. The only scales not showing significant change were satisfaction, personal self and self-criticism.

Instructor personality traits were determined using the Cattell 16PF self-report instrument and by a post-course evaluation instrument which asked for student attributions of instructor personality on a semantic differential scale. Students also rated the overall effectiveness of each instructor on their course. The student effectiveness ratings for the instructors had significant but low predictive ability when regressed against changes in self-concept.

The objective 16PF personality instrument produced no significant trait differences between instructors who had effectiveness ratings above the median and those with scores below the median. The 16PF factors, as independent variables, showed significant but low predictive ability on the dependent effectiveness scores.

The student-rated personality traits, however, produced very different profiles between high effectiveness instructors and lower effectiveness instructors. The student attributions of instructor personality traits produced an R('2) of .513 when regressed against effectiveness ratings.

The major conclusions from the research were that changes in self-concept do occur as a result of a wilderness skills oriented NOLS course and secondly, that students were able to discriminate instructor effectiveness on the basis of the personality-based teaching behaviors of NOLS instructors. Recommendations for extension of this research are presented as well as suggestions for research on broader issues of wilderness education and wilderness values.

Method: Internal Comparison
Publication Type: Theses or Dissertation
Source: Questionnaire or Interview Surveys

Call: DAI 46/08B, p.2515 Publication No.: AAC8521310
Descriptors: Leadership/NOLS/Self-concept/education/values

Author: Ewert, Alan; Heywood, John
Title: Group development in the natural environment: Expectations, outcomes and techniques.
Univ.: US Dept. of Agriculture Forest Service, US. 1991. 592-615 pp.
Note: Journal of Environment and Behavior; 1991 Sept. Vol. 23(5)

Abstract: Investigated the effectiveness of a natural environment-based program (Outward Bound) in facilitating the development of groups. 198 group participants completed pre- and postcourse questionnaires based on J.E. Jones and W.L. Bearley's (1986) Group Development Assessment Questionnaire. Precourse scores (expectations) were substantially different from postcourse scores (actual levels of group development). Increases were noted in the task behaviors of open data flow and problem solving and in the press behaviors of cohesion and interdependence. The levels of orientation, organization, dependency, and conflict decreased from course beginning to course ending. Ss in white-water courses reported their groups as more cohesive, interdependent, and problem-solving oriented than their counterparts in land-based courses.

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Method: Internal Comparison
Publication Type: Scientific Journal
Source: Questionnaire or Interview Surveys

Call:
Descriptors: group dynamics/adolescents

Author: Gaar, Lynn Ayers
Title: Interpersonal Interaction In Youth Offenders During A Therapeutic Wilderness Experience: A Social Learning Perspective
Univ.: Emory University (0665) Degree: PH.D. 1981. 71 pp.
Note: Downloaded from Dissertation Abstracts

Abstract: A Social Learning Theory perspective was used as a model to investigate interpersonal interaction in a group of youth offenders involved in a 26-day therapeutic wilderness course. Rotter's (1954) theory predicts that generalized expectancies (GEs) (expectancies about reinforcement that have been generalized from previous experiences) exert greater influence on behavior as a situation is more novel or ambiguous. The relationship between GEs and behavior decreases as specific experience in a particular situation is gained.

The wilderness experience course was considered an ideal setting to test Rotter's expectancy hypothesis as it provided the opportunity to observe the interaction of a group of people who did not know each other in an environment that was almost totally new for them. This is a situation in which GEs should exert a large amount of influence at the beginning of the course, but should not be related as strongly to behavior at the end of the course after specific expectancies (SEs) about that situation have developed.

GEs of interpersonal trust, locus of control, and interpersonal style were measured at the beginning and at the end of the course and again after a period of three to four months. The presence or absence of a correlation between these measures and interpersonal distance (as measured by the Comfortable Interpersonal scale, CID) was taken as the behavioral indication of GE influence.

The predicted relationship between GEs and behavior at the beginning of the course was not observed. This might have been due to high population variance, as opposed to a lack of support for Rotter's theory, as analyses using difference scores between the beginning and ending testing sessions produced several significant relationships between CID and GE measures. These relationships indicated that subjects were exhibiting some maladaptive behavior at the end of the course, but adjusted this behavior over the three month follow-up such that adaptive behavior was evident from the final testing session. The author proposed that this reversal was due to the application during the course and the inclusion of these principles into their GE repertoire.

In addition, testing at the end of the course revealed a relationship between interpersonal trust and locus of control such that greater externality (the belief that control of reinforcement is under the power of "significant others") was associated with higher trust. This was interpreted as an example of "adaptive externality," a SE which the subjects might have developed as a result of the unique characteristics of the therapeutic wilderness program requiring them to trust other group members and work together and share reinforcements from common experiences.

Method: Internal Comparison
Publication Type: Theses or Dissertation
Source: Questionnaire or Interview Surveys

Call: DAI 42/05B, p.2055 Publication No.: AAC8124247
Descriptors: Psychology/therapy/social learning theory/youth offenders

Author: Galpin, Timothy J.
Title: The Impact Of A Three-Day Outdoor Management Development Course On Selected Self-Perceptions Of The Participants
Univ.: University Of California, Los Angeles (0031) Degree: PH.D. 1989. 170 pp.
Note: Downloaded from Dissertation Abstracts

Abstract: This study examined the effects of a three-day outdoor adventure course on participant Self-Concept, Hardiness, Trust of Others, and Involvement in Group Processes. The course was conducted by Colorado Outward Bound for 64 mid-level managers from a large Denver based hospital. Subjects were tested using the Outward Bound Impact Survey-86 (OBIS-86) and the Personal Views Survey (PVS). The OBIS-86 provided measures of Self-Concept, Hardiness, Trust of Others, and Involvement in Group Processes. The PVS provided a second measure of Hardiness.

A quasi-experimental time series design was used. The two surveys were administered at four testing periods: (1) one-month prior to the course, (2) the immediate beginning of the course, (3) the immediate end of the course, and (4) one-month after the course. A series of t-tests were performed to detect the change in mean scores between testing periods for all variables. In addition, t-test analyses were conducted to determine the change in mean scores on each variable for subjects grouped by gender and age.

The data analyses led to the following major conclusions: Participation in the OMD program had an immediate positive impact on participant Self-Concept and Hardiness. The OMD program had a greater effect on Self-Concept and Hardiness than on Trust of Others and Involvement in Group Processes. The positive impacts on Self-Concept and Hardiness were much greater for female participants than for male participants and for older participants than for younger participants. Changes in Self-Concept and Hardiness were maintained over a period of at least four-weeks following the OMD program. The positive impact on Self-Concept and Hardiness was maintained by the female managers to a much greater extent than by the male managers.

Method: Internal Comparison
Publication Type: Theses or Dissertation
Source: Questionnaire or Interview Surveys

Call: DAI 50/06A, p.1725 Publication No.: AAC8912844
Descriptors: Management/leadership development

Author: Gibson, Peter McKenney
Title: The Effects Of, And The Correlates Of Success In, A Wilderness Therapy Program For Problem Youth
Univ.: Columbia University (0054) Degree: PH.D. 1981. 143 pp.
Note: Downloaded from Dissertation Abstracts

Abstract: The purpose of this study was to investigate empirically the effectiveness of short-term wilderness therapy programs as an alternative mental health treatment modality. Further, an attempt was made to determine for which individuals a wilderness experience is most and least likely to be effective, in order to understand better both the potential and limits of such programs and to make more appropriate referrals to them. The subjects of this study were 89 students, 66 boys and 23 girls, who were referred to the Connecticut Wilderness School for a wide variety of problems by social service, school, and corrections agencies. Each subject participated in a 21-day Outward Bound-type course that included a variety of rigorous, challenging, and stressful wilderness activities.

Two types of dependent variables were chosen for evaluation because they are central to psychological adjustment: self-concept (which included self-esteem, self-regard, self-acceptance, and discrepancy between perceived and ideal self) and interpersonal competence (which was rated by both the wilderness school instructors and the referral agency counselors). Thirteen independent or predictor variables were examined for their possible relationship to success in a wilderness program: previous camping experience, institutionalization, self-esteem, academic achievement, motivation to change, understanding of the benefits to be derived from a wilderness program, intactness of family, parental support for participation in the program, age, race, sex, work experience, and primary referral problem. Four hypotheses

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were formulated, two pertaining to the changes expected from pretest to posttest on the self-concept and interpersonal competence variables, and two pertaining to the predictor variables, some of which were expected to be related and others to be unrelated to success in the program.

As predicted, comparison of pretest and posttest scores by means of paired-sample t tests showed significant positive changes on the four self-concept measures and the two measures of interpersonal competence. Examination of the subjects' responses on the self-regard measure showed that at the end of the program subjects saw themselves as having increased in integrity, competence, and amiability. The relationship between the predictor variables and success in the program, defined operationally as the amount of change that took place from pretest to posttest on the outcome variables, was examined by means of multiple regression analyses. These analyses revealed no consistent relationship between any of the predictor variables and success in the program. A discriminant analysis of 16 students who dropped out of the program prior to its completion revealed that boys, those referred for delinquency, and those with less understanding of how they might benefit from the program are more likely than other participants to drop out of a wilderness program.

The Connecticut Wilderness School and other similar short-term wilderness therapy programs are effective in bringing about positive changes in the self-concept and interpersonal competence of problem youth. The lack of a consistent relationship between benefit derived from the program and background and personal characteristics suggests that the benefits are not limited to certain classes of individuals and that such programs may be more widely applicable than might have been supposed. As a possible explanation of the wide success of wilderness therapy programs, such programs can be viewed as a form of milieu therapy, in which treatment is provided by one's total environment and which has influence on many different areas of an individual's concept of self.

Method: Internal Comparison
Publication Type: Theses or Dissertation
Source: Questionnaire or Interview Surveys

Call: Source: DAI 42/01a, p.140 Publication No.: AAC8113511
Descriptors: Education/Psychology (0525)/Outward Bound/self-concept/interpersonal competence/wilderness therapy/tests

Author: Gillis H. Lee; Simpson, Cindy
Title: Project Choices: Adventure-based residential drug treatment for court-referred youth. Convention of the American Association for Counseling & Development (1991, Reno, Nevada).
Univ.: Georgia College, Milledgeville, GA.
1991. 12-27 pp.
Note: Journal-of-Addictions-and-Offender-Counseling; 1991 Oct Vol. 12(1)
Convention of the American Association for Counseling & Development (1991, Reno, Nevada).

Abstract: 29 adolescents attended Project Choices, an 8-wk residential treatment program for drug-abusing adjudicated adolescents that uses the adventure-based counseling model to instill change. Counselors rated the Ss, using the Revised Behavior Problem Checklist. The Ss also rated themselves and were rated by peers regarding behavior change and underwent random urine screening for drug use. Ss completed the MMPI and the Battle Culture-Free Self-Esteem Inventory. The program seems to have had a positive effect. (PsycLIT Database Copyright 1993 American Psychological Assn, all rights reserved)

Method: Internal Comparison
Publication Type: Scientific Journal
Source: Combination

Call: IS:10553835
Descriptors: Wilderness experience/Juvenile delinquents/drug abuse/self-esteem/ behavior change/personality change/recidivism/adolescence

Author: Hartig, Terry; Evans, Gary; Garling, Tommy; and Deborah Davis
Title: Perspectives on Wilderness: A New Test of Restorative Environments Theory
Univ.: 1993. 222-226 pp.
Note: Paper given at a symposium during the 5th World Wilderness Congress, Tromso, Norway, September 1993.

Abstract: This paper presents some details of the latest study in a research program concerned with restorative environments theory and personal benefits of nature experience. It starts from a discussion of some similarities and differences between the theoretical frameworks of central interest in the research. Some implications of this discussion for research design are then addressed. Next, elements of the research design and methods used in the present study are detailed. The paper closes with some general findings and conclusions.

Method: Internal Comparison
Publication Type: Conference proceedings
Source: Observations

Call:
Descriptors: personal benefits/theoretical frameworks

Author: Huie, John Carlton
Title: A Semester Outward Bound Course: An Exploratory Study Of Effects On Locus Of Control, Values, And Life Meanings
Univ.: University Of California, Santa Barbara (0035) Degree: PH.D. 1982. 169 pp.
Note: Downloaded from Dissertation Abstracts

Abstract: This dissertation explores the effects of a semester-long wilderness training program on a group of men and women who attended the Semester Course of the North Carolina Outward Bound School.

In particular, this study examines the degree to which participants in such a challenging, nature-oriented program increased their internal locus of control; strengthened the importance of specific positive human values such as self-respect and inner harmony; and increased their ability to make meaning of their lives and experiences.

To determine the effects of the treatment, research participants were administered three tests: one 90 days before the course began, one on the first day of the course, and one on the last day of the course. This quasi-experimental design allowed for comparisons to be made between the "treatment phase" and the "control phase" data.

In all three areas of investigation, the statistical results showed minimal change. Significant change did occur between the 1st pre-test and post-test on the Powerful Others scale of the Locus of Control Survey. Changes on the other scales were not statistically significant.

On the value survey, the values of honest, loving, self-respect, and responsible moved in a positive direction. On the meanings survey, responses to four key questions showed change in a positive direction, indicating that participants were finding it easier to make meaning of their experience as a result of the treatment. Eleven of thirteen of the participants reported that the Outward Bound Course had a positive effect. In addition, written evaluation comments by participants at the end of the course were overwhelmingly positive.

The study concludes that the effects of the Outward Bound Course are not demonstrated by the statistical results. Self-report of the participants, however, contradicts that conclusion and suggests the need for a more creative research design and selection of instruments in future research. The ability of standardized tests such as the Rokeach Value Survey to effectively measure the kinds of changes that derive from a humanistic intervention such as Outward Bound is called into question.

Future research, it is recommended, should explore a combination of qualitative and quantitative methods to assess the kinds of personality changes which Outward Bound seeks to effect.

Method: Internal Comparison
Publication Type: Theses or Dissertation
Source: Questionnaire or Interview Surveys

Call: Source: DAI 44/05A, p.1372 Publication No.: AAC8321524
Descriptors: Education/Personality Development/Mental Hygiene (0283)/Outward Bound/locus of control/values/testing/

Author: Iso-Ahola, Seppo E.; Donna laVerde; Alan R. Graefe
Title: Perceived Competence as a Mediator of the relationship between high Risk Sports Participation and Self-Esteem
Univ.: Univ. of Maryland/Ibid./Pennsylvania State Univ. 1988. 32-39?? pp.
Note: Journal of Leisure Research, Vol. 1.

Abstract: This field study tested the relevance of the hypothesis that perceived competence mediates the effects of participation in risk recreation or sports on self-esteem. A theoretical and operational distinction was made between general and specific perceived competence. General perceived competence was not significantly influenced by the day's climb, nor did it contribute significantly to self-esteem. Similarly, the number of climbing trips per year and number of years of climbing experience failed to increase self-esteem. Instead, it was the perceived competence with a specific climbing occasion that increased self-esteem significantly. If generalizable, the results suggest that to increase self-esteem, sports and recreation programs should be so planned that they facilitate the acquisition of new skills or advancement to a higher level of skill in a familiar activity.

Method: Internal comparison
Publication Type: Scientific Journal
Source: Unable to Identify

Call:
Descriptors: competence/risk recreation/self-esteem/climbing/sports

Author: Kleiber, Larry Charles
Title: An Experiential Education Intervention For At-Risk Youth In The Eagle County School District (Colorado, At Risk)
Univ.: University Of Denver (0061) Degree: PH.D. 1993. 610 pp.
Note: Downloaded from Dissertation Abstracts

Abstract: The purpose of this study was to evaluate the effectiveness of an experiential education intervention upon middle school students who were at-risk of failing. The six week intervention culminated in a six day wilderness trip into the Colorado wilderness. Within the context of planning, preparing for and executing the wilderness trip, the students used academics in an authentic context. The goals of the intervention included demonstrated growth in the basic skills areas identified for remediation, as well as evidence of personal growth in the areas of personal and social responsibility, self-perception and problem solving skills. The study incorporated both qualitative and quantitative research methodologies. The qualitative aspects of the study employed a multiple embedded case study research design, wherein the study was analyzed through the various perspectives of the overall intervention group (n = 8) and further analyzed via four individual case studies (n = 4, two males and two females) of varying socio-economic, age and family backgrounds. The quantitative aspects of the study utilized statistical comparisons of data collected at three separate data collection points: pre-intervention, post intervention and at a delayed time span of six months. Data collected at the three intervals were tested for statistical significance (Alpha =.05) both within group and against a control group (n = 61) which was measured once at the onset of the intervention. The instruments employed for the purposes of this study included The Social and Personal Responsibility Scale (SPRS) (Conrad and Hedin, 1981), The Self-Perception Profile for Adolescents (SPPA) (Harter, 1988), and The Problem Solving Inventory (PSI) (Conrad and Hedin, 1981). The concept, which was first

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piloted during the summer of 1989 and studied in depth during the summer of 1990, produced evidence of change in the participants attitudes toward personal responsibility, close friendships and physical appearance; and to a lesser extent in the areas of athletic competence and global self worth. Other areas which were identified as contributing to the success of the participant in the program included unconditional acceptance, interpersonal respect, the effect of natural consequence, reflection, student input, curricular relevance and the value the participants placed upon a self paced, outcome based curricular format.

Method: Internal Comparison
Publication Type: Theses or Dissertation
Source: Questionnaire or Interview Surveys

Call: DAI-A 54/05, p. 1657, Nov. 1993
Descriptors:

Author: Latess, Dennis Richard
Title: The Effect Of Outward Bound On Health Locus-Of- Control, Health Value, And Wellness Behavior
Univ.: The Ohio State University (0168)
Degree: PH.D. 1988. 149 pp.
Note: Downloaded from Dissertation Abstracts

Abstract: The purpose of this study was to investigate the effects of a 23-day Outward Bound course on changes in participants' internal health locus of control, health value, and wellness behavior. A review of the literature indicates little research directed toward Outward Bound as a preventive health behavior model for the asymptomatic individual.

The three hypotheses stated that there was no significant difference in (a) internal health locus of control as measured by Wallston, Wallston, and DeVellis' Multidimensional Health Locus of Control scale Form A and B, (b) health value as measured by Lau, Hartman, and Ware's Health Value scale, and (c) wellness behavior as measured by the Wellness Behavior Index developed for this study. These hypotheses were tested using analysis of variance.

The treatment group consisted of 33 asymptomatic male and female participants (mean age 17.78 years) who completed a 23-day Outward Bound course. This group was tested on four different occasions using a time series design. Two pretests and two posttests were administered at 30 day intervals. A random sub-sample of 23 students was interviewed upon completion of their course to ascertain which phases and/or activities within the Outward Bound course had a positive influence on the students' health status.

Findings revealed significant differences on wellness behavior across the four test times. A significant difference was not found on internal health locus of control, although a positive increase on this measure between pretest two and posttest one is indicative of a tendency toward increased internal health locus of control for the Outward Bound participants in this study. A significant difference was also not found for health value.

Interview data suggests, with regard to health status, that the Outward Bound participants perceived: every phase of the Outward Bound experience was important--they could not be separated; the activity of hiking with a pack had the greatest influence; the personal experience of establishing friendship with other crew members had the most positive influence; there were no negative influences on health status; and, physical strength was the health outcome most often gained by the participants.

Method: Internal Comparison
Publication Type: Theses or Dissertation
Source: Questionnaire or Interview Surveys

Call: DAI 50/03A, p.646 Publication No.: AAC8907254
Descriptors:
Education/recreation/behavior/Outward Bound/health/wellness

Author: Marsh, Herbert W. and Garry Richards

Title: Self-other agreement and self-other differences on multidimensional self-concept ratings.
Univ.: Univ. of Sydney, Faculty of Education, NSW, Australia. 1990. 31-45 pp.
Note: Australian Journal of Psychology; 1990 Apr. Vol. 42 (1).

Abstract: 280 participants (aged 16-33 yrs) in the Outward Bound program completed multidimensional self-concept instruments before and after the completion of program courses (self-responses) and made ratings of how other participants "would" respond and "should" respond (observer responses). While there was little support for the ability of observers to meaningfully differentiate between "would" and "should" responses, "would" responses were somewhat better predictors of self-responses. Pre/post intervention differences for self-responses were statistically significant. Observer ratings were more positive than self-responses were statistically significant. Observer ratings were more positive than self-responses were statistically significant. Observer ratings were more positive than self-responses at either time, and observers indicated that Ss "should" respond more favorably than they "would" respond. Results support previous interpretations of the Outward Bound intervention effect.

Method: Internal Comparison
Publication Type: Scientific Journal
Source: Questionnaire or Interview Surveys

Call:
Descriptors: Outward Bound/social perception/self-concept/adolescence/adulthood

Author: Marsh, Herbert W.; Garry E. Richards; Jennifer Barnes
Title: Multidimensional Self-Concepts: The Effect of Participation in an Outward Bound Program
Univ.: 1986. 195-204 pp.
Note: Journal of Personality and Social Psychology, Vol. 50.

Abstract: The purposes of this study were to examine systematic change and stability in multiple dimensions of self-concept, to test hypothesized effects of participation in the Outward Bound Program on self-concept, and to explore methodological issues in such studies. Participation in the program produced increases in the multiple dimensions of self-concept over the 26-day interval, demonstrating the program's effectiveness. Counter explanations for the findings were examined with a variety of different approaches and did not appear to be viable.

Method: Internal Comparison
Publication Type: Scientific Journal
Source: Questionnaire or Interview Surveys

Call:
Descriptors: self concept/Outward Bound/locus of control

Author: Mason, Marilyn Jean
Title: Relationship Enrichment: Evaluating The Effects Of A Couples Wilderness Program
Univ.: University Of Minnesota (0130)
Degree: PH.D. 1980. 185 pp.
Note: Downloaded from Dissertation Abstracts

Abstract: The major goal of this study has been to explore the effects of a wilderness outward-bound type experience where eustress was employed to assist couples in relationship wilderness enrichment.

The major goal of this study has been to integrate an outdoor rock climbing program with an inward bound type program in a four day wilderness couples enrichment program. The second goal was to incorporate the use of the physical self in the traditional cognitive-affective enrichment program formats using a group structure in order to discern the difference between verbal trust and the nonverbal enactment of trust. This goal is especially significant because trust has been considered the basis of all human relationships. The third goal has been to utilize eustress (the positive use of

stress) in a planful way so it can be the catalyst for change. The fourth goal was to determine what results from this experience can be applied to the knowledge base about bonded relationships.

The data analyzed here came from 20 individuals, or ten couples, married 18 years or less. The couples were volunteer subjects from participants in a couples wilderness enrichment program. The couples were asked to participate in this study by a therapist and outward-bound trainer who had an information session for possible participants.

All couples first filled out self-report questionnaires which focused on: (1) Background information; (2) Lifestyle Assessment Inventory (LAQ); (3) Personal Assessment of Intimacy in Relationships (PAIR); (4) Family Adaptability and Cohesion Evaluation Scales (FACES); (5) Family Inventory of Life Events and Changes; (6) Self-Esteem (Tennessee Self-Concept); (7) Fundamental Relationship Orientation--Behavior (FIRO-B); (8) Couples Climbing Questionnaire (CCQ).

The couples completed these questionnaires when they arrived at "The Edge," a large retreat home on the North Shore of Lake Superior. They had four days of living together, climbing and talking together in evening discussions.

Individual (male and female) scores were separated and couples' scores were recorded on all the instruments. After the post-testing, six weeks after the climbing weekend experience, data were analyzed and mean scores were examined on all variables, some within the framework of the Circumplex Model (FIRO-B, FACES, and PAIR). t tests were run to determine significance of change after the climbing weekend.

The study resulted in validation of some assumptions about relationships and enrichment. The sample consisted of 9 of the couples falling within the "normal" or open range on the Circumplex model; couples had increased self-esteem at post-testing time. Trust findings were significant; women's self-trust increased twice that of men's; as women's self-trust increased, so did their "perceived intellectual intimacy." Women also reflected less need for inclusion at post-testing. Men showed higher scores on "perceived emotional intimacy" at pre- and post-testing. While couples did show increase in life changes (stress) at post-testing, they reported less Family Strain.

The study reflected many of the gender-linked cultural stereotypes--that women had less trust in themselves, that males trusted equipment more than women, that women's overall wellness, including physical health, was higher than men's and that women's perception of their partner's trust in them was less than that of men's.

The main goal of the study was to explore the relationship between the variables linked with enrichment programs for paired relationships. From this study a group of hypotheses can be generated for further research.

What we have learned here is that when couples experience an enrichment program including nonverbal communication through the metaphor of rock climbing, we can integrate qualitative and quantitative findings to learn what dimensions of enrichment programs might have further in-depth study.

Method: Internal Comparison
Publication Type: Theses or Dissertation
Source: Questionnaire or Interview Surveys

Call: Source: DAI 42/01B, p.161 Publication No.: AAC8109468
Descriptors: Home Economics (0386)/ relationship/ outward bound/ tests/ couples /gender / qualitative /quantitative

Author: Middleman, Rochelle Joy B.
Title: Factors Relating To Counselor Performance In A Therapeutic Wilderness Camp Setting
Univ.: Texas Woman's University (0925)
Degree: PH.D. 1988. 100 pp.
Note: Downloaded from Dissertation Abstracts

Abstract: Research has indicated that the ecological theory is an appropriate orientation

from which to plan the care for emotionally disturbed youth. A therapeutic wilderness camp setting appears to address the ecological needs of these youth in a positive way. The role of the counselor in such a setting has been considered relevant in the youths' recovery. This correlational study was designed to investigate the relationship between the counselors' ability to successfully perform counseling functions, defined for this study by the established Hope Center for Youth standards as measured by the Hope Center for Youth: Professional Assessment, and the counselors' demographic data and their scores on the FIRO-B and 16PF.

The sample consisted of 26 counselors who were employed by Hope Center for Youth in the Bob and Elizabeth G. Lanier Wilderness Program. The participants were rated on their ability to successfully perform counseling functions by their supervisors. The FIRO-B and 16PF were administered by the same supervisors and were returned with the demographic data to the personnel office. Then they were coded and given to this researcher.

A Pearson product-moment correlation coefficient and stepwise discriminant analysis revealed that four personality factors of the 16PF (Factors B, C, G, and Q4) did correlate significantly (p $<$.05) with successful job evaluations. Length of employment at Hope Center for Youth wilderness camp and marital status also correlated significantly with successful job evaluations. Neither factor of the FIRO-B correlated significantly with successful job evaluations.

The results of this study suggest that the successful HCY wilderness camp counselor is single, concrete thinking, emotionally stable, flexible, and relaxed. The results of this study could be used in the hiring and training of future counselors at the HCY therapeutic wilderness camp and will provide the framework for further research in this important area.

Method: Internal Comparison
Publication Type: Theses or Dissertation
Source: Combination

Call: DAI 49/08A, p.2115 Publication No.: AAC8821426
Descriptors:
Education/therapy/counseling/leadership

Author: Neely, Margery A.; Kling, Emily B.
Title: Effects of leadership training during wilderness camping.
Univ.: Kansas State Univ., Student Personnel Service 1987. 280-286 pp.
Note: Small-Group-Behavior; 1987 May Vol. 18(2)

Abstract: A short-term cooperative wilderness leadership camp was developed to ascertain if behavioral changes in interpersonal communication and group interaction occurred for the 19 13-18 yr. olds involved in the camp. Group dynamics training included practicing nonverbal communication, encouraging participation, working with smaller groups, listening, cooperative activities, teaching a younger group, and perspective taking. Videotapes were taken of Ss and recreational- and conservation-camp controls (aged 8-21 yrs) at the beginning and end of the camp, revealing that the leadership-camp Ss increased responses in the conventional and assertive styles and decreased in speculative styles. Results remained consistent in a follow-up 2 mo. later. (PsycLIT Database Copyright 1988 American Psychological Assn, all rights reserved) KP: leadership training during wilderness camping; interpersonal communication & group interaction; 13-18 yr. olds.

Method: Internal Comparison
Publication Type: Scientific Journal
Source: Observations

Call: IS: 00905526
Descriptors: leadership/interpersonal communication/group dynamics/therapeutic camps/adolescent/adulthood

Author: Nurenberg, Stephanie Joyce Gubin
Title: Psychological Development Of Borderline Adolescents In Wilderness Therapy

ILABLE

(Outward Bound, Delinquent)
Univ.: Smith College School For Social Work (0201) Degree: PH.D. 1985. 199 pp.
Note: Downloaded from Dissertation Abstracts

Abstract: This study explored selected changes in borderline adolescents expected to be associated with their participation in a Wilderness therapy group. Evidence of psychological growth was sought in test/retest comparisons of the subjects' ego functioning, self-reports of anxiety and depression, ability to separate from parents and locus of control.

The theoretical works of Mahler, Winnicott and Masterson provided the major theoretical background for the study. A naturalistic panel design was employed using a sample of convenience. The sample consisted of thirteen adolescents, between the ages of fourteen and nineteen, who were involved in Wilderness group therapy. The adolescents were interviewed at two points in time separated by a ten month interval. The measurements used were the Ego Strength Scale, the Nowicki-Strickland Scale of Externality, two modified Thematic Apperception Test cards (focused on separation issues) and the Costello-Comery Scale of depression and anxiety. A semi-structured interview served to corroborate quantitative findings.

The findings suggested that the adolescents felt greater impulse control, autonomy, relatedness and self-esteem. Scores on a subtest for greater frustration tolerance were not statistically significant. The subjects perceived themselves as more separated from parents, less depressed and anxious, and more internally-oriented. The interviews reflected similar findings.

Certain aspects of Wilderness group therapy such as the stress factor, the leader as good rapprochement mother, and the holding environment of the group, appeared to encourage the adolescents' renegotiation of earlier developmental issues as they tackled age-appropriate tasks. The leaders and the group, as transitional phenomena, might also have enabled the adolescents to internalize their therapeutic experience.

Method: Internal Comparison
Publication Type: Scientific Journal
Source: Observations

Call: DAI 46/11A, p.3488 Publication No.: AAC8525967
Descriptors: Therapy/Outward Bound/Delinquent/psychology/self-esteem/locus of control

Author: Pfirman, Elenore Sukey May
Title: The Effects Of A Wilderness Challenge Course On Victims Of Rape In Locus-Of-Control, Self-Concept, And Fear
Univ.: University Of Northern Colorado (0161) Degree: PSYD 1988. 129 pp.
Note: Downloaded from Dissertation Abstracts

Abstract: This study examined the effects of a three day wilderness course, Wilderness Challenge, as an adjunctive treatment for victims of rape in respect to fear, locus of control, and self-esteem. The participants were evaluated by the Modified Fear Survey, the Tennessee Self-Concept, and the Levenson Locus of Control. Outward Bound and EVE in Colorado, and the Santa Fe Mountain Center in New Mexico, conducted the wilderness courses. Subjects of this study were 16 women, age 18 and over, who were victims of rape and in therapy, and who were referred by their therapists. The research was conducted during the summer of 1987.

A repeated time series design was utilized. Data was collected at four times, two weeks before the course, one week before the course, the last day of the course, and four to six weeks following the course. Analysis of variance was used to examine the data. Thirteen hypotheses representing three areas, fear, self-esteem, and locus of control, were tested.

Results indicate that after the Wilderness Challenge course and at the .10 level of significance there was a significant decrease in participants' overall level of fear, fear of rape, and fear of failure. In addition, the participants reported increased self-esteem, including

positive feelings toward their body, identity, and interactions with others. Results also showed that the victims saw other people and chance events as having less control over their lives.

One hypothesis that was retained indicated that even though the women saw others and chance events as having less control over their lives, they had not yet internalized their perceptions of having more internal control, although there was a trend in that direction. The second hypothesis that was retained indicated that the participants' perceptions did not significantly change in relation to seeing themselves as "good" or "bad" persons.

The statistical data from this study indicate that a three day wilderness program that contains specific activities in a structured sequence, may be effective as an adjunctive treatment in ameliorating long term symptoms in victims with rape trauma. It may be specifically effective with increasing locus of control, reducing fear, and increasing self-esteem.

Method: Internal Comparison
Publication Type: Theses or Dissertation
Source: Questionnaire or Interview Surveys

Call: DAI 49/07B, p.2870 Publication No.: AAC8818574
Descriptors: Psychology/self-concept/locus of control/fear/rape/self-esteem

Author: Pratt, Kathryn Joellen
Title: Experiential Education: Integrating The Analytic And Intuitive Modes Of Learning
Univ.: United States International University (0239) Degree: PH.D. 1978. 128 pp.
Note: Downloaded from Dissertation Abstracts

Abstract: The Problem. The present study was concerned with the need to elucidate the effects of experiential learning on cognitive functioning. The purpose was to examine and describe the effects of experiential learning upon intuitive and analytic information processing.

Method. An attempt was made to determine whether: (1) experiential learning has a positive effect upon self-esteem, self-awareness, self-assertion, and acceptance of others; and (2) experiential learning results in a greater understanding of and reliance upon the intuitive, simultaneous mode of information processing. All data were collected from a survey of literature and a correlational study of 24 participants of Wilderness Discovery, an adventure-centered, experiential learning program. The subjects were self-selected participants.

Results. A t-test measuring differences between correlated means revealed significance between pre and post scores in self-assertion and acceptance of others. Chi square analysis disclosed a significant change in response themes to questions concerning self-understanding, interpersonal skills, and the meaning of education.

From the results, three main conclusions were drawn: (1) Wilderness Discovery participation results in affective growth in regard to self-esteem and acceptance of others. (2) Wilderness Discovery participation results in no significant change in linear information processing ability. (3) Wilderness Discovery participation results in significantly increased use of intuitive, simultaneous information processing.

Method: Internal Comparison
Publication Type: Theses or Dissertation
Source: Questionnaire or Interview Surveys

Call: DAI 45/12A, p.3536 Publication No.: AAC8503959
Descriptors: Education/self-esteem/experiential learning

Author: Rice, Suzanne
Title: A Study Of The Impact Of Long-Term Therapeutic Camping On Self-Concept Development Among Troubled Youth
Univ.: University Of South Florida (0206)
Degree: PH.D. 1988. 123 pp.
Note: Downloaded from Dissertation Abstracts

Abstract: Long-term residential wilderness therapeutic camping is an approach for treating troubled youth which substitutes an existing environment for one which is situationally demanding, yet physically and emotionally secure.

The study was an ex post facto investigation of the relationship between long-term therapeutic wilderness camping and self-concept development among behaviorally and emotionally troubled youth from the Eckerd Family Youth Alternative, Inc.'s eleven therapeutic camping programs. Specific research questions resulting from the overall analysis of the impact of the treatment on self-concept development examined linear combinations of client characteristics as predictors of change in self-concept following treatment.

The overall treatment effect was analyzed utilizing paired differences t-tests for each of eleven dependent measures on the Jesness Inventory. Client factors of gender, race, age, IQ, legal status, family status, and socioeconomic status were further investigated as to their relationship with change in self-concept induced by treatment. Multiple regressions and ANOVAs were performed to investigate these relationships.

The data revealed that, on nine Jesness subscales, t values were significant at the .01 alpha level. On the subscales measuring Immaturity and Social Anxiety, difference values were not significant at the .05 alpha level. Analysis of regression and ANOVA results revealed IQ to be a statistically significant predictor in relation to change on five subscales of the Jesness (i.e., Value Orientation, Immaturity, Manifest Aggression, Repression, and Denial). All were significant at the .05 alpha level. Family status was predictive of change on the measures of Social Maladjustment and Autism (.05 alpha level). Variables of race and socioeconomic status were each determined to be statistically significant predictors of change on the Withdrawal-Depression measure (.05 alpha level). Legal status was related to change on the Asocial Index at the .05 alpha level. None of the independent variables seemed to be systematically related to change on Alienation.

Results of this study offer research implications for further study regarding therapeutic camping and self-concept development. They suggest that the program should direct its attention toward youth with the intellectual capacity to conceptualize the program elements. Parental involvement should be emphasized.

Method: Internal Comparison
Publication Type: Theses or Dissertation
Source: Questionnaire or Interview Surveys

Call: DAI 49/07A, p.1706 Publication No.: AAC8819365
Descriptors: Education/self-concept/therapy/adolescent

Author: Sale, Paula Lindsay
Title: Ego And Self-Concept Development Among Juvenile Delinquent Participants In Adventure-Based Programming
Univ.: Peabody College For Teachers Of Vanderbilt University (0074) Degree: EDD 1992. 165 pp.
Note:

Abstract: The problem addressed by this study was assessment of the impact of wilderness adventure education on delinquent adolescents. Previous data have indicated that wilderness adventure programs have had a positive impact on youths in general as well as some juvenile delinquents studied. We have been interested in evaluating more closely some aspects of change which may contribute to this positive impact. Specifically, changes in ego development and self-concept were examined. Development of ego, the master personality trait, would be a powerful explanation as to the potential of wilderness programs to make a difference of significance in the lives of the participants. Regarding self-concept, it was concluded that delinquents view themselves in much the same way that society views them. Much of the delinquent's antisocial behavior is seen as a

direct expression of the negative self-views he/she holds. Thirty youths attending the Seven Hawks Wilderness School in Tennessee were pre- and posttested at a 6-month interval. The Washington Sentence Completion Test was used to measure ego development. This study represents the first known evaluation of such a program utilizing this developmental measure. The Piers Harris Self-Concept scale was used to measure gains in self-concept. The Wilcoxon signed ranks test was used to compare pre- and posttest scores for the sample. Subjects were then compared by program subgrouping, as participants in either the intensive or long-term program track. Scores were analyzed using the Wilcoxon Mann Whitney test. Significant positive gains (.05 level) in both ego development and self-concept were measured following 6 months of program participation for the sample as a whole. No gains in ego development were found in students pretesting above the conformist level. When subgroups were compared, those participating in the intensive program were found to have significantly different level (.05) of gains in ego development than those in the long-term program. Intensive participants made more positive gains in ego development than did their long-term counterparts. No significant differences in gain were found in the self-concept scores of the two groups.

Method: Internal Comparison
Publication Type: Theses or Dissertation
Source: Questionnaire or Interview Surveys

Call: DAI-A 53/07, P. 2253, Jan 1993
Descriptors:

Author: Stoltz, Paul Gordon
Title: Developing Communication Skills Through Outdoor Experiential Leadership Training: A Quantitative And Qualitative Analysis
Univ.: University Of Minnesota (0130)
Degree: PH.D. 1989. 279 pp.
Note: Downloaded from Dissertation Abstracts

Abstract: Citing the critical need for leadership in organizations in the United States, this exploratory study examines leadership development from a communication skills perspective. Of the many approaches to leadership development, outdoor experiential leadership training has been gaining in popularity. Two sections of the Voyageur Outward Bound School's Professional Development Program, one longer than the other, were selected for evaluation. In an effort to overcome some of the methodological shortcomings found in earlier research, this study employed a review of Outward Bound's written materials, interviews with the program directors, observation of the programs, telephone surveys of participants, and a pretest-posttest questionnaire. The results from these data-gathering methods were statistically compared to test any claims that were made. The review of program materials and the interviews revealed a substantial number of communication-related leadership skills that the programs intended to develop in their participants. Emphases in written materials and interviews on themes of trust, self-perception and compassion suggested that there is an important portion of Outward Bound's belief system that may not be sufficiently addressed by this study. Observation revealed substantial differences between the two sections of Outward Bound in their respective energy levels, quality of facilitation and depth of processing. Neither group demonstrated significant change on the questionnaire at the .05 level. When both groups were statistically combined there was a significant negative change in two of the six dimensions. The Leadership Profile did appear to delineate between individuals and dimensions to some degree. Predictions of individual change were compared with observed change on the questionnaire. Predictions proved accurate, but incomplete. Chi square comparisons were not statistically significant. Subject perceptions of change were partially accurate when compared with the results of the questionnaire. Chi-square tests were statistically significant on only one dimension. Overall, while there were select

cases of individual positive change, the two groups did not demonstrate positive change in the areas that Outward Bound suggested they would. The longer, more thoroughly facilitated of the two programs did show greater positive change, overall, than did the shorter course.

Method: Internal Comparison
Publication Type: Theses or Dissertation
Source: Combination

Call: Source: DAI 50/09A, p.2706 Publication No.: AAC9005262
Descriptors: Speech Communication (0459)/Education, Adult And Continuing (0516)/Education, Curriculum And Instruction (0727)

Author: Tangen-Foster, James
Title: A Motivational Study of Outward Bound Participants
Univ.: Univ. of Idaho, Dept. of Resource, Recreation and Tourism, Moscow, ID 83843 1992. 105 pp.
Note:

Abstract: The purpose of this study was to measure the motives and other psychological characteristics of Outward Bound participants and to relate these characteristics to benefits derived from participation in Outward Bound. Survey research methods were used to obtain pre- and posttest-self-report data on the motivations and self-perceptions of participants at the Pacific Crest Outward Bound School. Results indicate that the motives of Outward Bound participants reflect the objectives of the Outward Bound curricula, and are consistent with motive studies of other types of wilderness visitors. The sample was shown to consist of segments who differ in terms of motive profiles, previous experience, commitment, and other personal characteristics. Posttest ratings of opportunities to obtain the motives assessed at pretest indicate that participants want more opportunities for solitude and introspection than provided by their courses. Motive opportunity congruence was shown to be related to competence perceptions and affect, indicating that participants regulate their self-perceptions and affect based on perceived success or failure in attaining desired outcomes. Instructor qualities, escape, and introspection are important factors contributing to change in perceived competence. Interactions with nature, introspection, escape, empathy, and risk contribute to the participants' affect at the end of their courses.

Method: Internal Comparison
Publication Type: Theses or Dissertation
Source: Questionnaire or Interview Surveys

Call:
Descriptors: self-report data/Outward Bound/motives/self-perceptions/competence/affect

Author: Young R A.; Crandall R.
Title: Self-Actualization and Wilderness use: A panel study.
Univ.: 1986. 385-388 pp.
Note: Proceedings--National Wilderness Research Conference: Current Research. CSU, Ft. Collins, CO 23-26 Jul. 1985. Gen. Tech. Rep., Intermt. Res. Stn. Also in: same, July 1986. Gen. Technical Report INT-212. Also in: Journal of Leisure Research, 2nd quarter 1984, p. 149-160.

Abstract: The purpose of this study is to examine possible changes in self-actualization as related to extended wilderness use. The concept of self-actualization, as developed by Maslow, represents the positive ideal of mental health. It has been suggested that wilderness use is related to self-actualization. The few empirical tests of this theoretical relationship have found either no correlation or a weak positive correlation between the two variables. However, none of the previous studies has examined the possibility of individual changes in self-actualization with continued wilderness use over a period of time. These studies have either looked at changes resulting from a single wilderness experience of compared wilderness

users with non-users. Data were collected in 1979 in the Boundary Waters Canoe Area Wilderness from a sample of users visiting wilderness for the first time. Subjects were surveyed again in 1984. For the 188 panel members who completed the survey in 1984, self-actualization scores were significantly higher in 1984 than in 1979. In comparing the more active users in the panel with less active, self-actualization increased for both groups but significantly more for the active users.

Method: Internal Comparison
Publication Type: Conference Proceedings
Source: Questionnaire or Interview Surveys

Call:
Descriptors: self-actualization/survey research/Maslow/wilderness users/wilderness attitudes

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Qualitative Analysis
- 7 entries

Author: Buell, Lawrence Hyland
Title: The Identification Of Outdoor Adventure Leadership Competencies For Entry-Level And Experienced-Level Personnel
Univ.: University Of Massachusetts (0118)
Degree: EDD 1981. 273 pp.
Note: Downloaded from Dissertation Abstracts

Abstract: Statement of the problem. The lack of leadership competency is one of the most critical aspects of conducting Outdoor Adventure programs. There is a demand for the field to identify essential and important leadership competencies which can serve as the basis for quality and safety standards of performance. The purpose of this study is to identify knowledge, skill and behavior competencies for entry-level and experienced-level Outdoor Adventure personnel.

Procedures. Selected print and non-print Outdoor Adventure materials created between January 1, 1970, and June 30, 1980, were content-analyzed to determine leadership competencies. Following extensive pilot surveys which were studied and revised by more than 60 present leaders in Outdoor Adventure Education the Outdoor Adventure Leadership Competency Survey was established.

The competencies were organized into 12 competency categories: (1)Philosophical Foundations, (2)Leadership, (3)Counseling, (4)Program Planning, (5)Outdoor Skills, (6)Environmental Awareness, (7)First Aid and Safety, (8)Administration, (9) Facilities and Equipment, (10)Professionalism, (11)Evaluation, and (12)Trends and Issues.

The 4-response choice survey (essential, important, desirable, and not important) contained 235 competencies and was distributed to 300 Outdoor Adventure professionals in United States and Canada. One hundred twenty surveys were returned, equally representing three groups of Outdoor Adventure professionals: (1)educators/trainers, (2)leaders/instructors, and (3) directors/supervisors. The raw data was analyzed through descriptive statistics to indicate central tendency of the responses and through statistical measures of association to demonstrate relationships among survey respondents and responses. Mean scores were used to rank order the competencies to determine priorities.

Findings of the study. Of the 235 Outdoor Adventure Leadership competencies listed in the survey, 153 entry-level competencies and 193 experienced-level competencies were classified as essential or important. The study recommended that these highly rated competencies be able to be performed and/or demonstrated by leaders at the appropriate level. Leadership and First Aid and Safety were the highest rated competency categories for entry-level leaders. The highest rated competency categories for experienced-level leaders were Leadership and Administration and Supervision. No national certifications were rated by the respondents as essential. The most common Outdoor Adventure program format for entry-level leaders was the outing sport of backpacking in wilderness backcountry areas for short-term resident (2 to 4 days) programs while using group building and challenge/adventure activities and experiences. Experienced-level leaders used the same program format except for long-term resident (5 or more days) programs. Competency categories of Evaluation and Assessment, Professionalism and Trends and Issues contained the least important competencies.

Conclusions. Professionals want high competency in knowledge, skills and behaviors for both levels of Outdoor Adventure Leaders. There are specific different needs of entry-level and experienced-level leaders; for example, experienced-level leaders should possess competencies in administration and supervision. The three groups of respondents have a slight difference of opinion concerning what is essential and important for Outdoor Adventure Leaders. The inventory of competencies identified in the study, when combined with other competencies, can serve as the basis for a comprehensive Competency-based Education program which can recommend specific

standards of action and criteria of performance for high quality Outdoor Adventure Leadership.

Method: Qualitative Analysis
Publication Type: Theses or Dissertation
Source: Combination

Call: Source: DAI 42/03A, p.1046 Publication No.: AAC8117975
Descriptors: Education, physical (0523)/Outdoor Adventure/leadership/training/

Author: Richley, Anna-Louise
Title: A Phenomenological Investigation Of Wilderness Solitude
Univ.: University Of Alberta (Canada) (0351) Degree: MA 1992. 172 pp.
Note:

Abstract: This thesis has undertaken to explore wilderness solitude from a phenomenological perspective. The intent was to gain a deeper understanding of the experience that a person has when in solitude in the wilderness, and the implications that this experience has for therapy. Four co-researchers entered a period of solitude for three days and three nights in a wilderness setting of their own choice. They were asked to describe their experiences in a written diary. The written protocols combined with information gathered during successive interviews formed the bulk of the data for mapping the phenomenological themes of wilderness solitude. A thematic analysis of each individual's experience was completed. This is followed by a discussion that centers on the common themes that weave the fabric of the shared experience, and explicate the essence of wilderness solitude. Findings indicate that self chosen solitude offers an environment where there is potential for personal growth, self-discovery, and renewal. In this wilderness solitude can be viewed as a therapeutic experience.

Method: Qualitative Analysis
Publication Type: Theses or Dissertation
Source: Participant Generated Data

Call: Mai 31/03, P. 1084, Fall 1993
Descriptors:

Author: Green, Paul Joseph
Title: The Content Of A College-Level Outdoor Leadership Course For Land-Based Outdoor Pursuits In The Pacific Northwest: A Delphi Consensus
Univ.: University Of Oregon (0171) Degree: EDD 1981. 125 pp.
Note: Downloaded from Dissertation Abstracts

Abstract: This study was a consensus on the content of a college-level outdoor leadership course for land-based outdoor pursuits in the Pacific Northwest. The course topics were generated and rated by 61 Pacific Northwest based outdoor leaders.

The Delphi technique was used for the data collection. The first questionnaire had respondents list topics which should be included in a college-level outdoor leadership course. Topics generated by the first questionnaire were reviewed and reduced to 176 generic statements encompassing related ideas. The second questionnaire contained the revised list of topics and a Likert-type scale which allowed the respondents to rate the value of each topic. In the final questionnaire the respondents were provided with the distribution by percent of the group rating on each topic and their previous rating. The outdoor leaders were instructed to review this feedback information and to rate each topic again. Additionally respondents were asked to select the 10 most important topics to be included in an outdoor leadership course from a list of 34 topics which had received the highest mean rating on the second questionnaire. Respondents were also asked to select the 10 least important topics from a list of 31 topics which had received the lowest mean rating on the second questionnaire.

Based upon the results from the analysis of data, 35 topics were retained as the content of a college-level outdoor leadership course and 23 topics were of least importance and should not be considered for inclusion in an outdoor

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leadership course. The top 10 topics are as follows: (1) risk management plans (minimizing risks, emergency plans, prevention); (2) judgment; (3) wilderness ethics; (4) first aid; (5) analyzing risks; (6) minimum impact practices; (7) outdoor leadership objectives; (8) hazard analysis: hypothermia; (9) back country first aid; and (10) minimum impact philosophy. The bottom 10 topics are as follows: (1) basic trap and snare techniques; (2) outdoor arts and crafts; (3) basic principles of anthropology; (4) outdoor songs; (5) transportation: automobile mechanics; (6) identification of rocks; (7) transportation: driver's education (driving techniques); (8) fishing; (9) history of the environmental movement; and (10) basic principles of Northwest history.

Method: Qualitative Analysis
Publication Type: Theses or Dissertation
Source: Questionnaire or Interview Surveys

Call: Source: DAI 42/08A, p.3752 Publication No.: AAC8201832
Descriptors: recreation (0814)/outdoor leadership/leadership/Delphi

Author: Kolb, Darl Gurney
Title: Adventure-based Professional Development: A Theory-Focused Evaluation
Univ.: Cornell Univ.; Ithaca, NY. 1991.
Note: Dept. of Management Studies and Labor Relations; School of Commerce, University of Auckland; Private Bag; Auckland, New Zealand.

Abstract: This evaluation of the adventure-based professional development program offered second-year MBA students in the Cornell business school is focused upon theory, including theories of action and theories-in-use underlying the program. The six day adventure was supported as a means to enhance students' communication, team-building, leadership and problem solving skills. Theories in use of the outdoor trainers were identified and matches were made between those theoretical patterns and the participating MBA's experiences on the outdoor courses. The study design was an interpretive case study. Qualitative methods--participant observation, interviewing and journal analysis--were used to collect data during and two months after the program. Concept mapping, a structured conceptualization technique, was also used to help identify the theoretical underpinnings of the outdoor program. Pattern-matching, where patterns in the program as intended are matched with the program as experienced, was a methodological innovation used in the research. Specific theories in use articulated were those dealing with the motivation of business students to participate in the program, the amount of adversity and physical hardship that students felt appropriate for this type of programming and the metaphors between the outdoor course and the business world. It was found that MBA's were enrolled in the course in order to complement their business studies with hands-on leadership experience. The course was not perceived as an immediate metaphor for the business world to most MBA's. However, participants claimed significant gains in group bonding and trust, feedback on personal leadership styles, and understanding of group processes, including decision making and communication. Concerning the issue of adversity, program groups which experienced sleep and information deprivation found such conditions to be distracting and, in several cases, annoying and frustrating. The literature review identifies the philosophical and educational underpinnings of adventure-based training. The role of theory in evaluation is also traced. A role of theory endorsed in this study is that of assisting practitioners. Evaluations which explicate practitioners' theories of action and theories in use as tools for theoretical refinement and program improvement.

Method: Qualitative Analysis
Publication Type: Unable to Identify
Source: Participant Generated Data

Call:
Descriptors: professional development/theory/MBAs/outdoor

education/philosophy

Author: O'Keefe, Martha A.
Title: An Assessment Of Freshman Wilderness Orientation Programs In Higher Education: A Descriptive Delphi Study
Univ.: Boston University (0017) Degree: EDD 1989. 249 pp.
Note: Downloaded from Dissertation Abstracts

Abstract: The purpose of this study was to collect, describe, and organize the current freshman wilderness orientation programs in institutions of higher education in the United States with respect to: (1) the goals of freshman wilderness orientation programs; (2) the activities these programs utilize to achieve their goals; (3) the roles of the instructors and participants in the process of the wilderness programs; (4) the importance and frequency of the follow-up component of these programs; and (5) the importance and frequency of the evaluation component of these programs. The study entailed a collection and comparison of program's existing goals with goals considered by orientation directors to be ideal for an introduction to the college environment.

A three-round Delphi survey technique was utilized to collect information. Questionnaire #1 was developed and a pilot test was conducted to evaluate the clarity and understanding of directions, the clarity of goal statements, and to determine if any topics were omitted. Fifty-eight colleges were sent questionnaire #1, with 49 responding. Following the review and organization of questionnaire #1, questionnaire #2 was developed to further clarify the information obtained from the first questionnaire. Only respondents from questionnaire #1 who had freshman wilderness orientation programs were sent the second questionnaire. After examining the response from questionnaire #2, models were developed for questionnaire #3 to exemplify the similarities and differences among programs across the country.

The results of the study found: (1) The goals of freshman wilderness orientation programs across the country are best described in model form; (2) A variety of activities are utilized to reach the goals of these programs but few programs list specific activities to reach their pre-determined goals; (3) Students leaders play an important role in most of the surveyed programs, and the variety of depth of training of these students is tremendous; (4) Follow-up to the wilderness orientation experience is very limited and not well developed; and (5) Evaluation methods for these programs are limited in scope and there is little mention of techniques or tools to evaluate the program for long term costs or benefits.

Method: Qualitative Analysis
Publication Type: Theses or Dissertation
Source: Questionnaire or Interview Surveys

Call: DAI 50/01A, p.259 Publication No.: AAC8907352
Descriptors: Recreation/education/wilderness orientation

Author: Patterson, Michael; Williams, Daniel and Lea Scherl
Title: Identity and the Experience of Wilderness: Analysis of Experience Narratives from Australia and the United States
Univ.: Dept. of Forestry, Virginia Polytechnic Institute and State University; Blacksburg, VA 24061 1993. 240-246 pp.
Note: Paper given at a symposium during the 5th World Wilderness Congress, Tromso, Norway, September 1993.

Abstract: We argue that a long-standing goal in natural resource-based leisure research has been to interpret and describe the relationship between wildland recreationists and the resources they use. In general, research programs exploring relationship to resource center around two competing perspectives regarding human nature. The prevailing approach has been grounded in an information processing model that makes important assumptions regarding three key aspects of human nature: 1) the source of well-being, 2)

the nature of consciousness, and 3) the nature of experience. In contrast to the information processing model, the research described in this paper adopts a meaning-based model (cf. McCracken, 1987; and Mick and Buhl, 1992) as the foundation for exploring relationship to wilderness. This model maintains that happiness and well-being arise directly from the nature of activity and from interaction with objects, places, and people rather than from attaining desired-end states (Diener, 1984; Lofman, 1991; and Omodei and Wearing, 1990). Rather than beginning with a view of recreationalists as information processors seeking a package of benefits obtained through participation in a specific activity with a definite beginning and end, recreationists are viewed as participating in the ongoing enterprise of constructing a life and an identity (McCracken, 1987). People are not seen as passively responding to meaning that objectively exists in the environment. Instead, they are seen as actively constructing meaning as they seek to create coherence in their lives. Thus, meaning is viewed as an emergent property that is actualized through a transactional relationship between person and setting (Mick and Buhl, 1992). The goal of this paper is to outline a specific hermeneutic research program for exploring the relationship between recreationalists and wilderness settings. Because many are unfamiliar with a hermeneutic approach to science, a brief discussion of its normative commitments is required.

Method: Qualitative Analysis
Publication Type: Conference Proceedings
Source: Unable to Identify

Call:
Descriptors: hermeneutic research/meaning-based model/recreationalists' relationship to setting

Author: Ramphele, M. A.
Title: Adolescence: A Time for Reflection. Research Report: Wilderness Leadership School Trails for Children from New Crossroads, 1991-1992.
Univ.: Univ. of Capetown 1992.
Note:

Abstract: This document is a report on nine Wilderness Leadership School Trails carried out from April 1991 to mid 1992. These trails formed part of an interventionist strategy in the long term project - Adolescence: a time of reflection. The project as a whole focuses on African adolescents in New Crossroads, an urban township in Cape Town. It is a social investigation of the context of the adolescents as well as a qualitative examination of their experience. The project aims to intervene at a number of levels using multiple strategies of which the Wilderness Leadership School trails are one. The strategies, some planned and others to be carried out with input from adolescents, are directed at redressing the neglect of the past with a view to ensuring a more positive future for the young people of this country. This action research program will hopefully develop useful models for wider implementation country wide.

Method: Qualitative Analysis
Publication Type: Published Report or Monograph
Source: Observations

Call:
Descriptors: Wilderness Leadership School/intervention/Cape Town/adolescents/qualitative research

Program Evaluation or Descriptive
- 58 entries

Author: Bachert, Delmar Wayne
Title: The NOLS Experience: Experiential Education In The Wilderness (Outward Bound, Petzoldt, Tapley,Wyoming)
Univ.: North Carolina State University (0155)
Degree: EDD 1987. 151 pp.
Note: Downloaded from Dissertation Abstracts

Abstract: The purpose of the study was to document and interpret the NOLS Experience. The National Outdoor Leadership School (NOLS) is a non-profit school headquartered in Lander, Wyoming and is recognized as a leader in the field of wilderness education for both adult and youth audiences. The documentation consists of a chronology of people, places, and events critical to the founding of NOLS. Paul K. Petzoldt, Ernest (Tap) Tapley, the Colorado Outward Bound School, and events of 1965, the first year of NOLS' operation, are of special significance. The analysis includes: (1) A comparison of NOLS to a generic model for the foundation of adult education institutions. (2) A definition of wilderness education- -Wilderness education is: education in the wilderness, implying a place; education about the wilderness, implying a topic, and education for the wilderness, implying a reason. (3) A three-dimensional model-the Wilderness Education Matrix. The matrix is composed of: (a) a philosophy, experiential education; (b) a methodology, wilderness education; and (c) the domains of learning: cognitive, affective, and psychomotor. (4) A three-dimensional model-the Wilderness Managers' Matrix. This matrix is composed of: (a) a philosophy, experiential education; (b) a methodology, wilderness education; and (c) the concept of carrying capacity. (5) Wilderness education is discussed as a preferred alternative to regulation in wilderness management. The author suggests that wilderness management and wilderness education programs can improve the judgment and performance of participants and instructors by providing both primary and reflective experiences in, and about and for the wilderness that result in positive change in the cognitive, affective, and psychomotor domain.

Method: Program Evaluation or Descriptive
Publication Type: Theses or Dissertation
Source: Literature Surveys

Call: Source: DAI 49/08a, P.2070 Publication No.: AAC8815474
Descriptors: Education, Adult And Continuing (0516)/NOLS/wilderness education

Author: Bacon, Stephen B.
Title: The Evolution of the Outward Bound Process
Univ.: July 1990. 38-51 pp.
Note: source: USDA Forest Service General Technical Report RM-193; The Use of Wilderness for Personal Growth, Therapy, and Education; A.T. Easley, Joseph F. Passineau, and B.L. Driver, compilers.

Abstract: This paper examines the way in which the Outward Bound process has evolved in the United States with particular emphasis on how it has changed to ensure greater transfer of course learning. A typology of curriculum models is developed consisting of: (1) a first generation model--focusing on experience alone--which dominated Outward Bound programming in the 1960s and early 1970s; (2) a second generation model--emphasizing discussion, group processes and imported techniques--which is the current ruling paradigm at Outward Bound; and (3) a third generation model--stressing experiential metaphors--which may provide a direction for future curriculum evolution.

Method: Program Evaluation or Descriptive
Publication Type: Congerence proceedings
Source: Personal or Professional Knowledge

Call:
Descriptors: Outward Bound/curriculum models

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Author: Basta, Joanna M.; Davidson, William S.
Title: Treatment of juvenile offenders: Study outcomes since 1980. Special Issue: Juvenile delinquency.
Univ.: Michigan State Univ., MI. 1988. 355-384 pp.
Note: Behavioral-Sciences-and-the-Law; 1988 Sum Vol. 6(3)

Abstract: Reviews the treatment of adjudicated juvenile offenders from a computer-data-based search of literature published from 1980 to 1987. The 37 studies examined were organized according to treatment type: behavioral, counseling diversion, deterrence, and wilderness experience. Within each treatment type, data were further categorized according to setting: institutional, residential, and community based. Research outcome and methodology are summarized and critiqued. It is concluded that treatment outcomes were positive, but that serious methodological weaknesses still exist in the literature. Improvements still need to be made in sample sizes, use of appropriate and multiple measures of recidivism, random assignment and/or use of appropriate control groups, and long-term follow-up assessment. (PsycLIT Database Copyright 1989 American Psychological Assn, all rights reserved)

Method: Program Evaluation or Descriptive
Publication Type: Scientific Journal
Source: Literature Surveys

Call: IS: 07353936
Descriptors: literature review/treatment/juvenile delinquents/treatment outcomes/ rehabilitation/adjudication/adolescence

Author: Becham, Joe and John Flood
Title: A Prospectus: The Connecticut Wilderness School. 1976-77.
Univ.: 1977. 16 pp.
Note: descriptive reports

Abstract: Created in 1974, the Connecticut Wilderness School is a successful program for breaking patterns of failure due to negative self-image and instilling positive values of confidence and responsibility in order to develop constructive attitudes and behaviors in young people aged 15 to 20 who have run into trouble with the law. The wilderness program has 3 components: a 2-day introduction for referral agency staff, a 14-20 day wilderness challenge for students, and a year-long follow-up period during which the referral agency is committed to assist the graduate. Organized around rigorous outdoor activities, the wilderness section consists of increasingly difficult group and individual challenges to improve self-image and create responsible, functioning communities from groups of 8-12 students. Follow-up activities include periodic recontact via newspapers, reunions, parent nights, a telephone help-line, and brush-up courses for graduates. With a $66,000 budget and 47 graduates the first year, the program has grown to a proposed budget for 1976-77 of $89,000, a full-time staff of 3, and supplemental summer help, which would support orientation for 60 referral agency staff members, wilderness experience for 144 students, and follow-up for 300 graduates, at a per student cost of $625/year.

Method: Program Evaluation or Descriptive
Publication Type: Report or Unpublished Paper
Source: Personal or Professional Knowledge

Call: ERIC ED75581; ERIC Issue RIEJAN80
Descriptors: adventure education/agency role/delinquent rehabilitation

Author: Berman, Dene S. and Jennifer Davis-Berman
Title: Wilderness Therapy: A Therapeutic Adventure for Adolescents
Univ.: Wright State Univ., Dayton OH 15135 1989. 65-77 pp.
Note: Journal of Independent Social Work; 1989, 3, 3, Spring. Hard copy reproduction not

available; document not on microfilm. (Copyright 1989, Sociological Abstracts, Inc. all rights reserved.)

Abstract: An outline of the development and growth of a therapeutic adventure program-the Wilderness Therapy Program-as a component of a private practice. After reviewing the relevant literature, consideration is given to program development, with focus on program design, staffing, patient selection, program sites, evaluation, funding and marketing. Wilderness Therapy incorporates a systemic view of the person in the environment and aims to enhance self-esteem. This program is compared to traditional, office-based private practice. 22 references.

Method: Program Evaluation or Descriptive
Publication Type: Scientific Journal
Source: Literature Surveys

Call:
Descriptors: private practice/systemic view/self-esteem

Author: Berman, Dene; Anton, Michael T.
Title: A Wilderness Therapy Program as an Alternative to Adolescent Psychiatric Hospitalization
Univ.: Lifespan Counseling Associates, 1698 Forestdale Aven. Dayton, OH 15132-3957 1988. 11-53 pp.
Note: Residential-Treatment for Children and Youth; 1988, 5, 3. Hard copy reproduction not available; document not on microfilm. (Copyright 1989, Sociological Abstracts, Inc. all rights reserved.)

Abstract: In two pilot backpacking trips, 14 adolescent inpatients were taken from acute psychiatric hospitals into the wilderness as part of the Wilderness Therapy Program (WTP). Patients selected were either withdrawn or acting out, except for 1 adolescent diagnosed as ADD (acronym not defined) or conduct disorders. The former group showed greater change than the latter on a variety of measures including treatment plan objectives, behavioral symptomatology and locus of control. In general, change during the WTP participating was more rapid than during other phases of hospitalization. Future research should employ more controls and a larger sample of patients. It is concluded that WTP is a promising alternative to traditional programs. 3 figures, 16 references.

Method: Program Evaluation or Descriptive
Publication Type: Scientific Journal
Source: Observations

Call:
Descriptors: adolescence/psychiatric hospitals/therapy.

Author: Berman, Dene; Davis-Berman, Jennifer
Title: Wilderness therapy and adolescent mental health: Administrative and clinical issues.
Univ.: Wright State U, Dayton, OH. 1991. 373-379 pp.
Note: Administration and Policy in Mental Health; 1991 May Vol. 18(5)

Abstract: Provides a short background on systems theory and presents the Wilderness Therapy Program as a treatment program for adolescents that represents a system approach to service delivery. Program planning, implementation, and evaluation are examined, as are administrative issues. The program encourages a systems definition of problems and focuses on the power of the challenging natural environment in affecting change in adolescents.

Method: Program Evaluation or Descriptive
Publication Type: Trade Journal or Popular Magazine
Source: Personal or Professional Knowledge

Call:
Descriptors: treatment/adolescents/psychiatric patients/systems-theory

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Author: Brown, Michael
Title: Wilderness Vision Quest: Exploring the Frontiers in Human Resource Development
Univ.: Human Resources Consultant, Springfield, Virginia. 1987. 40-48 pp.
Note: Proceedings of a Special Plenary Session at the 4th World Wilderness Congress Estes Park, CO, September 16, 1987. The Highest Use of Wilderness, Using Wilderness Experience Programs to Develop Human Potential; the International Wilderness Leadership Foundation, Inc. in cooperation with The Wilderness Research Center, Univ. of Idaho; College of Forestry, Wildlife and Range Sciences; Moscow, ID 83843.

Abstract: Throughout time, and in every culture, people have sought contact with the natural world to help clarify values and personal identity, to discover the meaning and purpose of life, and to heal many ailments of the body, mind and spirit. Major religious traditions, east and west, have advised spiritual seekers to "go to the wilderness" to experience solitude and find guidance and inner wisdom. Today a long list of organizations have rediscovered that in the wilderness people can still pursue this ancient quest for truth about themselves and the meaning of their lives. But how does one best prepare for, experience, and integrate wilderness experiences to achieve the promised heightened awareness, insight and inspiration? This presentation, grounded in concepts from the field of transpersonal psychology, describes methods combined with wilderness experiences to develop human resources in a program called Wilderness Vision Quest. This program has been conducted for more than 11 years throughout North America. The functions of the left and right sides of the brain, and the differences between adventure oriented and introspective activities--hard versus soft skills--are contrasted and compared. Ancient and modern methods for achieving deep levels of awareness and insight are compared and evaluated for their value in developing human resources, such as imagination, intuition, inspiration, empathy and insight.

Method: Program Evaluation or Descriptive
Publication Type: Conference Proceedings
Source: Personal or Professional Knowledge

Call:
Descriptors: vision quest/transpersonal psychology/introspective vs. adventure oriented activities/ancient vs. modern methods/awareness/intuition/inspiration

Author: Callahan, Robert C. Jr.
Title: Wilderness Awakening: Probation Counseling and the Wilderness--A Dynamic Team
Univ.: Wilderness Therapy East, Virginia Beach, VA. July 1990. 112-117 pp.
Note: source: USDA Forest Service General Technical Report RM-193; The Use of Wilderness for Personal Growth, Therapy, and Education; A.T. Easley, Joseph F. Passineau, and B.L. Driver, compilers.

Abstract: A wilderness probation program has tied court obligations of juvenile offenders to participation in wilderness activities, expeditions, and adventure-based family counseling, along with their parents, over a 6- to 9-month period. These dynamic intervention techniques are design to reach dysfunctional families, aggressive adolescents, sex offenders, and substance abusers. The program contributes to a significant decrease in criminal activity and an increase in self-esteem and school attendance for juvenile participants.

Method: Program Evaluation or Descriptive
Publication Type: Conference Proceedings
Source: Personal or Professional Knowledge

Call:
Descriptors: probation for juvenile offenders/family-counseling/substance abusers/ self-esteem/school attendance

Author: Cardwell, G. R.
Title: Adapted outward Bound Programs: An

Alternative for Corrections
Univ.: Paper presented at the Atlantic Provinces, Criminology and Corrections Association Conference (Moncton, New Brunswick, Sept. 30, 1976) 1976. 10 pp.
Note: Descriptive reports/speeches

Abstract: A number of programs for delinquent youth have been established throughout North America based on the Outward Bound concept: to involve volunteer participants in an outdoor program which offers challenging and adventuresome tasks in a high-impact environment. Project D.A.R.E. (Development through Adventure, Responsibility and Education) in Ontario is one such program, based on wilderness living and a person's relationship to the natural environment. The D.A.R.E. schedule is divided into two 28-day phases: 10 students ages 15-17 are selected to work as a team throughout the program. Graduation is possible within 56 days. Upon successful completion of Phase I (a combined environmental and outdoor education program), an approved high school credit in Environmental Science is granted. Upon successful completion of Phase II (a combined high adventure and experiential education program), an approved high school credit in Physical and Health Education is granted. The primary goal of the D.A.R.E. program is to effect behavior modification (improve peer relations, break the failure pattern, develop pride in a better self-image, develop a new sense of purpose). Do's and don'ts for adapted adventure programs for delinquent youths, and a list of benefits to be gained from there are included.

Method: Program Evaluation or Descriptive
Publication Type: Conference Proceedings
Source: Personal or Professional Knowledge

Call: ERIC ED207746; ERIC Issue RIEFEB82
Descriptors: delinquent youth/Outward Bound/adventure education/experiential education/ behavior modification/self-image

Author: Clagett, Arthur
Title: Effective therapeutic wilderness camp programs for rehabilitating emotionally-disturbed, problem teenagers and delinquents.
Univ.: Stephen F. Austin State Univ.; Nacogdoches, TX. 1989. 79-96 pp.
Note: Journal of Offender Counseling Service and Rehabilitation; 1989 Vol. 14(1)

Abstract: Discusses the development, structure, and functions of a wilderness camp for emotionally disturbed, but not mentally retarded, adolescents and teens aged 12-17 yrs. Criteria for inclusion in the camp are nature of offenses, varying from truancy to murder; ability to pay; and an IQ of at least 70. Topics discussed include therapeutic programs and social organizational structure of the camp. Evidence from studies of participants followed up 6 mo. after release indicates that most did not recidivate during this period. Principle factors are presented that facilitate the rehabilitation of participants.

Method: Program Evaluation or Descriptive
Publication Type: Scientific Journal
Source: Administrative Records

Call:
Descriptors: therapeutic camps/emotionally disturbed/juvenile delinquents/school-age children/ childhood/adolescence

Author: Clagett, Arthur F.
Title: Group-integrated reality therapy in a wilderness camp.
Univ.: Stephen F. Austin State U, TX. 1992. 1-18 pp.
Note: Journal-of-Offender-Rehabilitation; 1992 Vol. 17(3-4)

Abstract: Abridges W. Glasser's (1975) theory of the US as an identity society to explicate causative characteristics of "identity achievers" vs "failures" in American society. The 7 principles of reality therapy are described, which Glasser found reasonably effective in facilitating the alleviation or absolvement of

patients' problems. Evidence is presented to suggest that group-integrated reality therapy constitutes an emerging process that facilitates the reformation of juvenile delinquents, who are treated in small residential groups. (PsycLIT Database Copyright 1992 American Psychological Assn, all rights reserved)

KP: need for social identity in consumer oriented US society & efficacy of group integrated reality therapy; juvenile delinquents in wilderness camp

Method: Program Evaluation or Descriptive
Publication Type: Scientific Journal
Source: Unable to Identify

Call: IS: 10509674
Descriptors: juvenile delinquents/therapeutic camps/reality therapy/social identity/group psychotherapy/sociocultural factors

Author: Cockrell, David (ed).
Title: The Wilderness Educator: The Wilderness Education Association Curriculum Guide
Univ.: 1991. 194 pp.
Note: ICS Books, Inc.; 107 E. 89th Ave.; Merrillville, Indiana 46410.

Abstract: The mission of the Wilderness Education Association (W.E.A.) is to promote the professionalization of outdoor leadership and to thereby improve the safety of outdoor trips and enhance the conversation of the wild outdoors. This book and the works it builds upon form the body of knowledge regarded as essential for Wilderness Education Association instructors. W.E.A. courses are 28-35 day educational expeditions designed to teach outdoor leadership in wilderness environments. Hundreds of W.E.A. standard courses have been sponsored by universities in remote environments from Alaska to Newfoundland, from the Gila Wilderness of New Mexico to the mountains of North Carolina. The unique feature of The Wilderness Educator is its emphasis on the teaching of wilderness expeditionary leadership. This book goes beyond what you might wish to teach in the field. This is the material that W.E.A. instructors are expected to know. As aspiring outdoor leaders, students in W.E.A. courses will begin to assimilate this body of knowledge, but it is far too much to master in a single "sitting." It will be useful as a text for a semester-long course accompanying the W.E.A. National Standard Program (N.S.P.), a course that we have taught and found extremely enriching. Chapter titles: 1) An Introduction to the Wilderness Education Association; 2) Judgment and Decision-making Ability; 3) Group Dynamics in the Outdoors: A Model for Teaching Outdoor Leaders; 4) Environmental Ethics and Backcountry Conservation Practices; 5) Basic Wilderness Skills; 6) Rations Planning and Food Preparation; 7) Adventure Skills and Travel Modes; 8) Wilderness Emergency Procedures and Treatment; 9) Course Administration

Method: Program Evaluation or Descriptive
Publication Type: Book or Book Chapters
Source: Personal or Professional Knowledge

Call: ISBN: 0934802-19-X
Descriptors: outdoor leadership/expeditionary leadership/W.E.A./N.S.P./group dynamics/ ethics/skills

Author: Driver, B. L.; George Peterson and A.T. Easley.
Title: Benefits Perceived by Past Participants in the NOLS Wind River Wilderness Course: A Methodological Inquiry
Univ.: July 1990. 52-63 pp.
Note: source: USDA Forest Service General Technical Report RM-193; The Use of Wilderness for Personal Growth, Therapy, and Education; A.T. Easley, Joseph F. Passineau, and B.L. Driver, compilers.

Abstract: This study focused on past participants (1974-1984) in the Wind River Wilderness Course (WRWC) of the National Outdoor Leadership School. The methods proved successful for identifying perceived

beneficial aspects of the WRWC by past participants. The methods applied were also useful for (1) evaluating how desirable each identified beneficial change was perceived to be; (2) measuring the amount of change that the participants perceived had occurred since they participated in the WRWC; and (3) estimating how much of that perceived beneficial change was attributed to the WRWC.

Method: Program Evaluation or Descriptive
Publication Type: Conference Proceedings
Source: Questionnaire or Interview Surveys

Call:
Descriptors: NOLS/beneficial change

Author: Easley A.T; Roggenbuck J.W.; Ratz J.
Title: Wilderness Education at NOLS: Student outcomes and correlates of perceived instructor effectiveness.
Univ.: Dept. For. Resources, Univ. New Brunswick, Fredericton, N.B., Canada. 1986. 377-384 pp.
Note: Journal article: Proceedings--National Wilderness Research Conference: Current Research. CSU, Ft. Collins, CO 23-26 Jul. 1985. Gen. Tech. Rep., Intermt. Res. Stn.

Abstract: The objectives of the research reported here were to determine what the graduate of a standard 5-week National Outdoor Leadership School (NOLS) course perceive to be the principal gains from the course. The students report substantial gains in the outcomes of outdoor skill, self-confidence, and leadership skill. The instructors and the curriculum were the most highly influential course dimensions for all three outcomes. The small group dimension of the NOLS experience was less influential. Students were able to differentiate between the teaching behaviors and personality traits of high-effectiveness instructors and low-effectiveness instructors.

Method: Program Evaluation or Descriptive
Publication Type: Conference Proceedings
Source: Participant Generated Data

Call:
Descriptors: self-confidence/leadership/NOLS/ experiential education/groups

Author: Easley, A. T.
Title: Programmed, nonclinical skill development benefits of leisure activities. (A chapter from the book: Benefits of Leisure. B. L. Driver, Perry J. Brown, George L. Peterson, Eds.), pp. 145-160.
Univ.: Sir Sandford Fleming College, School of Natural Resources, Lindsay, ON, Canada. 1991. 145-160 pp.
Note: Venture Publishing, Inc, State College, PA.; ix, 483 pp.

Abstract: From the chapter: Significant use of the outdoors has been through the development of "adventure/challenge" or "wilderness education" programs. The author presents a review of the theories, research, and literature which may be useful in developing a framework for further research on the nature and benefits to the participants, and to the environment itself, of these structured outdoor experiences... examines the literature related to experiential education as used in structured outdoor programs. Different types of structured programs and their objectives are described. The documented and speculated beneficial consequences are discussed.... Structured outdoor programs include: Outward Bound, National Outdoor Leadership School, Wilderness Vision Quest, universities, summer outdoor youth programs. Skills and personal benefits gained from structured outdoor experiences (self-confidence, outdoor skills, leadership skills) are discussed. RF: References

Method: Program Evaluation or Descriptive
Publication Type: Book or Book Chapters
Source: Literature Survey

Call: IS: 0-910251-48-7 (hardcover)
Descriptors: non-traditional education/skill learning/experiential education/Outward Bound/ NOLS/university programs/youth/self-

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confidence/leadership

Author: Farragher, Brian and Others
Title: Like Father Like Son: The Assessment and Interruption of Maladaptive, Multigenerational Family Patterns within a Therapeutic Wilderness Adventure
Univ.: Paper presented at the Annual Conference of the Association for Experiential Education (19th, Lake Junaluska, NC, Oct. 24-27, 1991). 1992. 13 pp.
Note: Speeches, Conference papers; Reports - evaluative/feasibility

Abstract: This paper describes family interaction patterns during a 6-day wilderness backpacking course. Participants were a group of 9 adolescent boys in treatment at the Julia Dyckman Andrus Memorial (New York), a private, residential treatment center which serves 65 emotionally disturbed boys and girls ranging from 4 to 18 years of age. Participants were placed into various leadership roles to identify family patterns that were dysfunctional and often the reason for their ineffective or inappropriate behavior. Three participants were selected to act as crew leaders. All of the crew leaders had experienced physical abuse and one boy also came from a substance-abusing family. A multigenerational pattern or "family legacy" explains how methods of discipline, means of expressing emotion, and patterns of communication recur in families across generations. These factors combined with the genetic predisposition for emotional instability or addiction place many children at risk for repeating destructive and dysfunctional family patterns. With the help of the treatment staff, participants were able to understand the similarities between crew leadership and parenting and to recognize their potential strengths and weaknesses within these roles. Individual leadership styles and crew management skills were discussed for the three crew leaders. By understanding the dynamics of family

Method: Program Evaluation or Descriptive
Publication Type: Conference Proceedings
Source: Observations

Call: ERIC No. ED345907, ERIC Issue RIEOCT92
Descriptors: dysfunctional families/treatment/leadership styles/

Author: Foster, Steven with Meredith Little
Title: The Book of the Vision Quest
Univ.: 1980. 159 pp.
Note: Copyright by Steven Foster and Meredith Little

Abstract: This book is about the re-creation, in modern times, of an ancient rite of dying, passing through, and being reborn. It is also the story of the efforts of a small nonprofit corporation called Rites of Passage, Inc. (Novato, California), to assist urban and suburban people to go into the wilderness to enact this ancient rite of passage: the Vision Quest. The Vision Quest experience of which these voices speak is the indirect outgrowth of teaching methods that I began to practice as an Assistant Professor in the School of Humanities at San Francisco State University. Research into American mythology led me to the rites of passage of the first people of America. Other research into the roots of mythology led me to various other rites of initiation, some them ancient, others not so ancient. There are five sections to the book: I) The Quest- which is the author's own story behind this story; II) The Ritual - describing the basic, 3-phase, structure of the Vision Quest experience; III) The People - those who have chosen the Vision Quest; IV) The Myth - or symbolism of the Vision Quest; and V) The Vision - a story that serves as the primary metaphor. Much of the program's description is given through the journal entries of participants.

Method: Program Evaluation or Descriptive
Publication Type: Book or Book Chapters
Source: Personal or Professional Knowledge

Call: ISBN: 0-933280-03-3

Descriptors: vision quest experience/solo/experiential education/human development/ personal transformation/journaling

Author: Freier, Kim Allyson
Title: The Nature And Scope Of Wilderness Education In The Pacific Northwest States Of Washington And Oregon
Univ.: Seattle University (0551) Degree: EDD 1992. 333 pp.
Note:

Abstract: The purpose of this study was to determine the nature and scope of wilderness education as it is currently practiced in the Pacific Northwest states of Washington and Oregon. Wilderness education was defined as education aimed toward increasing and enhancing the understanding, enjoyment, appreciation, and/or preservation and protection of wilderness. A questionnaire was sent to representatives from federal management agencies, college and university programs, conservation and preservation groups, environmental education and recreation organizations, and wilderness-related commercial enterprises. Their opinions were solicited regarding wilderness education audiences, content, goals, techniques, settings, evaluation methods, success levels, satisfaction levels, collaboration efforts, and areas in need of improvement or expansion. It was concluded that current education and recreation-oriented wilderness users in the middle adult-age level comprise the primary target group for wilderness education. Content regarding the values and uses of wilderness is addressed by close to two-thirds of the respondents and 59 percent also address outdoor skills, ethics, and responsibilities. Over 70 percent of the respondents include the goals of fostering a general ethic of environmental concern and increasing responsible visitor behavior in their wilderness education efforts. Informal presentations and programs are the most frequently used delivery techniques and field sites are used as the primary setting. Most respondents use informal observations for evaluation. Moderate success levels are indicated overall. With over 60 percent of the respondents only somewhat satisfied with their wilderness education efforts, increasing the numbers of individuals involved and reaching out to other target groups are seen as the areas most in need of improvement or expansion. Collaboration among practitioners is indicated as an important endeavor. Essentially, wilderness education in the Pacific Northwest states of Washington and Oregon is a moderately successful multi-focused endeavor. While providers target a broad array of audiences through a variety of approaches, much more needs to be done to enhance the field of wilderness education and increase its success in reaching its goals.

Method: Program Evaluation or Descriptive
Publication Type: Theses or Dissertation
Source: Questionnaire or Interview Surveys

Call: DAI-A 53/09, P. 3160, Mar 1993
Descriptors:

Author: Galagan, Patricia
Title: Between two trapezes
Univ.: Training and Development Journal, Alexandria, VA. 1987. 40-48 pp.
Note: Training and Development Journal; 1987 Mar Vol. 41(3)

Abstract: Discusses events and personal reactions to an adventure-based, experiential learning program called Leadership Adventure Program. Defined as learning by doing, the program's various exercises and their implications for personal growth are described in terms of goals related to truth, accountability, support, trust and energy.

Method: Program Evaluation or Descriptive
Publication Type: Trade Journal or Popular Magazine
Source: Personal or Professional Knowledge

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Call:
Descriptors: experiences/organizational-development/learning/risk-taking/rural-environments/ personnel training/adulthood

Author: Gifford, Robert
Title: The environmental psychologist. (A chapter in the book: Applied psychology: Variety and opportunity. (Robert Gifford)
Univ.: Univ. of Victoria, Dept of Psychology, Professor, Vancouver, BC, Canada. 1991. 328-352 pp.
Note: Allyn & Bacon, Inc, Boston, MA, US; xv, 384

Abstract: (from the preface) opens with a brief example of the kind of work done in (environmental psychology) ..followed by a definition of the specialty, information on the background of the specialty, and a brief look at its origins, principal heroes, persistent issues, and famous studies .the scope of the specialty is described / requirements for becoming .(an environmental) psychologist are addressed, including observations on education and employment; closes with some suggested readings. From the chapter: case studies (planning a new building, evaluating a new building, why do people use wilderness parks)

Method: Program Evaluation or Descriptive
Publication Type: Book or Book Chapters
Source: Personal or Professional Knowledge

Call: IS: 0-205-12664-2 (paperback)
Descriptors: environmental psychology: background, scope, education of, employment

Author: Gillis, H. Lee; Dagley, John
Title: Adventure-Based Counseling: An Adlerian "Natural High."
Univ.: 1985. 5 pp.
Note: Paper presented at the North American Society of Adlerian Psychology (Atlanta, GA, May 25, 1985.)

Abstract: Special characteristics of action-oriented approaches to therapy, cautions and tips for using these approaches, and sample activities are provided in this guide. An introductory section explains the relationship of action-based counseling to the traditional action-oriented methods and principles of Adlerian psychology and emphasizes the merit of the approach for couples and families as well as individuals. Brief directions are given for 13 activities that require group problem solving and cooperation between couples or among group members. A list of 11 references for further information is included.

Method: Program Evaluation or Descriptive
Publication Type: Conference Proceedings
Source: Personal or Professional Knowledge

Call:
Descriptors: action-oriented therapy/psychology

Author: Greenway, Robert
Title: An Eighteen-Year Investigation of "Wilderness Therapy"
Univ.: Dept. of Psychology, Sonoma State University, Rohnert Park, CA. July 1990. 103-104 pp.
Note: source: USDA Forest Service General Technical Report RM-193; The Use of Wilderness for Personal Growth, Therapy, and Education; A.T. Easley, Joseph F. Passineau, and B.L. Driver, compilers.

Abstract: The paper summarizes research aspects of an 18-year wilderness "growth program" taking place mostly within a university psychology department. It is based on data collected from over 600 participants out of the approximately 1,200 who have been through the program.

Method: Program Evaluation or Descriptive
Publication Type: Conference Proceedings
Source: Combination

Call:
Descriptors: growth

program/university/therapy

Author: Harris, Patricia M. and Others
Title: A Wilderness Challenge Program as Correctional Treatment
Univ.: in Journal of Offender Rehabilitation Vol. 19 N3-4 1993. pp. 149-64
Note: Program descriptions/reports

Abstract: Considers challenge programs as treatment for adult offenders, focusing on APPEL (Adult Probation Positive Experiential Learning) program. Describes development of such offender programs, discusses how particular activities might be used to increase probationers receptivity to traditional treatment services, examines reasons for apparent success of challenge programs, and explores aspects of challenge course implementation in correctional settings.

Method: Program Evaluation or Descriptive
Publication Type: Scientific Journal
Source: Personal or Professional Knowledge

Call: ERIC No. EJ468327; ERIC Issue CIJJAN94
Descriptors: adult offenders/rehabilitation/correctional treatment services/challenge programs

Author: Jordan, Debra Jean
Title: An Examination Of Gender Differences In Perceptions Of Outdoor Leaders By Colorado Outward Bound Pre-Registrants
Univ.: Indiana University (0093) Degree: RED 1988. 210 pp.
Note: Downloaded from Dissertation Abstracts

Abstract: The problem. The problem of the study was to examine gender differences in perceptions of female and male outdoor leaders by pre-experience outdoor adventure participants.

Procedures. Two questionnaires were administered to 147 female and male pre-registrants of 1988 Colorado Outward Bound School summer courses. One instrument elicited gender role information about the respondents. The other instrument asked participants to read written descriptions of four hypothetical outdoor leaders and respond to questions regarding leader competency. Sex of leader and levels of competency were varied in the descriptions.

The data were analyzed through frequencies, Chi Square, a three way Multiple Analysis of Variance, and three way and two way Analysis of Variance tests. The .05 alpha level was selected for statistical significance.

Findings. All subjects expressed a preference for a male outdoor leader thereby exhibiting gender bias. Male participants exhibited stereotypical responses to the dependent measures coping with personality clashes, getting along with participants, and teaching outdoor cooking; female participants rated outdoor leaders according to actual levels of competence rather than sex of leader. Sorting respondents by gender role typology resulted in stereotypical responses on the items coping with personality clashes, being in charge of an accident, being in charge of an evacuation, and preference of leader. This sorting also resulted in the following dependent variables not being distinguished on the basis of competence although competency levels were varied: getting along with group leaders, commitment to a successful trip, getting along with participants, and teaching outdoor cooking.

Conclusions. Although item-specific gender biases did not appear, gender bias was exhibited among the pre-outdoor adventure experience individuals utilized in this study. Of the participants, males were more stereotypic in their responses than were females. It was also concluded that when participants are sorted by sex, findings differ as compared to sorting them by gender role typology. For pre-registrants of the 1988 Colorado Outward Bound School summer courses competence, rather than sex of leader, was the distinguishing factor.

Method: Program Evaluation or Descriptive
Publication Type: Theses or Dissertation
Source: Questionnaire or Interview Surveys

Call: DAI 50/05B, p.1885 Publication No.: AAC8917750
Descriptors: Recreation/gender/Outward Bound/leadership

Author: Kimball, Richard Owen
Title: Wilderness Experience Program. Final Evaluation Report.
Univ.: 1979. 105 pp.
Note: reports/evaluative/feasibility; available in paper copy and microfiche

Abstract: The Wilderness Experience is an innovative, experiential program under New Mexico's Statewide Forensic Treatment System for mentally disordered first offenders and those soon to be released on parole or probation. Developed from the concepts of Outward Bound, criminal offenders undergo an intensive 17-21 day confrontation with their physical, emotional, and social boundaries through such high stress activities as backpacking, cooperative group living, rock climbing, river rafting, rappelling, and wilderness survival solos. Preliminary data gathered on 30 clients indicate statistically significant positive treatment effects; clients return less depressed, paranoid, tense, worried and ego-centric. The program has treated 103 adults (average age - 22.3 years, composed of 30% Anglo, 55% Spanish, 10% Black, and 5% American Indian) and 109 juveniles (average age 16.1 years, composed of 38% Anglo, 53% Spanish, 5% Black, 2% American Indian, and 2% other). For adults, the recidivist rate is 8% based on reconviction and a return to the Penitentiary within 9 months. The rate for juveniles is 10% recidivism at 3 months and 17% at 9 months. Course failure has been a 100% predictor of recidivism for both juveniles and adults. Cost per day, per client in the wilderness is $47.99, but there are hidden cost benefits due to diversionary and early release/resocialization referrals. The program offers a therapeutically effective alternative to the costs of long-term incarceration.

Method: Program Evaluation or Descriptive
Publication Type: Published Report or Monograph
Source: Administrative Records

Call: ERIC ED179327 and ERIC Issue RIEAPR80
Descriptors: mentally disordered first offenders/Outward Bound/high stress activities/ recidivism rate

Author: Klorer, P.; Gussie
Title: Leaping beyond traditional boundaries: Art therapy and a wilderness stress challenge program for adolescents.
Univ.: Southern Illinois U, Art Therapy Program, Edwardsville, 1992. 285-287 pp.
Note: Arts-in-Psychotherapy; 1992 Vol. 19(4) 285-287

Abstract: Describes a wilderness survival program designed by art therapists to address the emptiness experienced by sexually, physically, and emotionally abused adolescents. The program seeks to put these adolescents in situations that require them to feel again, to react, to become empowered, and to overcome. (PsycLIT Database Copyright 1993 American Psychological Assn, all rights reserved)

Method: Program Evaluation or Descriptive
Publication Type: Trade Journal
Source: Personal or Professional Knowledge

Call: IS: 01974556
Descriptors: ART-THERAPY/ SEXUAL-ABUSE/ PHYSICAL-ABUSE/ EMOTIONAL-ABUSE/ WILDERNESS-EXPERIENCE/ ADOLESCENTS/ CHILD-ABUSE

Author: Leon, Edward L.
Title: Joy in Living in a Wilderness Milieu
Univ.: Southeast Missouri State Univ., Dept. of Health, Physical, Education and Recreation, Cape Girardeau, MO. July 1990. 194 pp.
Note: source: USDA Forest Service General Technical Report RM-193; The Use of Wilderness for Personal Growth, Therapy, and

Education; A.T. Easley, Joseph F. Passineau, and B.L. Driver, compilers.

Abstract: A wilderness environment offers unique opportunities for personal growth which may not be realized in more traditional treatment modalities. Moreover, nature cannot recognize defeat and, therefore, an improved self-image is not contingent upon competition outcome involving another person. Additionally, a wilderness environment can absorb cathartic self-expression which is viewed as a prerequisite for therapeutic outcome. A wilderness location also allows for the development of new behaviors, as the wilderness environment is free from the stimuli and cues learned in the routines of daily life.

Method: Program Evaluation or Descriptive
Publication Type: Conference Proceedings
Source: Participant Generated Data

Call:
Descriptors: self-image/therapy

Author: Long, Janet W.
Title: The wilderness lab comes of age
Univ.: Growing Edge Inc. Alexandria, VA. 1987. 30-39 pp.
Note: Training and Development Journal; 1987 Mar Vol. 41(3)

Abstract: Describes basic components of the wilderness lab leadership or team development program, which includes physical and mental challenges as metaphors for professional challenges in the organization , group problem solving, and management events. Design elements that are key to the experience include metaphoric learning, unfamiliar tasks and settings, kinesthetic imprint of cognitive principles, imagery, common language, diversity, perceived risk, and fun. Elements of responsible facilitation include maintaining psychological safety, monitoring physical safety, facilitating discovery and context.

Method: Program Evaluation or Descriptive
Publication Type: Scientific Journal
Source: Personal or Professional knowledge

Call:
Descriptors: personnel training/ leadership/group performance/professional development/ organizational development

Author: Lubans, John Jr. and Others
Title: Going to the Woods: Wilderness Experiences for the Organizational Good.
Univ.: CUPA Journal Vol. 43 No. 1 April 1992 . 11-16 pp.
Note: reports/feasibility/evaluative

Abstract: The Duke Univ. (North Carolina) experience using adventure-based or wilderness learning programs for staff development is discussed, focusing on the program rationale, planning, common responses of participants and non participants, and outcomes. Quotations from program assessments are included. a brief list of relevant industry resources is included.

Method: Program Evaluation or Descriptive
Publication Type: Trade Journal or Popular Magazine
Source: Personal or Professional Knowledge

Call: ERIC EJ445962; ERIC Issue CIJOCT92
Descriptors: university staff development/program elements/participant responses

Author: Marx, Jerry D.
Title: An outdoor adventure counseling program for adolescents
Univ.: Portland Ministry at Large, ME. 1988. 517-520 pp.
Note: Social Work; 1988 Nov.-Dec Vol. 33(6)

Abstract: Describes an outreach program for adolescents with behavior problems that integrates the experiential education of a wilderness-based outdoor adventure program with the psycholosocial counseling of a community-based human service agency. The

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model makes use of behavioral contracts to promote the transition from acting-out behavior to emotional verbalization.

Method: Program Evaluation or Descriptive
Publication Type: Scientific Journal
Source: Personal or Professional Knowledge

Call:
Descriptors: behavior disorders/counseling/psychosocial factors/recreation therapy/therapeutic camps/adolescents/behavior modification

Author: McMillon, Bill
Title: Wilderness U.: Opportunities for Outdoor Education in the U.S. & Abroad
Univ.: 1992. 281 pp.
Note: Book

Abstract: The 1980s saw a dramatic change in the use of leisure as millions of Americans turned to vacations that emphasized exploration, learning, and renewed awareness of the natural world. The first part of this three-part sourcebook lists approx. 270 institutions, organizations, and businesses offering programs in outdoor education, environmental education, nature study, wilderness adventure, and various outdoor activities. Entries are listed alphabetically in seven categories: 1) college and university programs; 2) nature centers and natural history museums; 3) field institutes and natural history associations; 4) clubs and national associations; 5) tour agencies and lodges; 6) miscellaneous organizations (focusing mostly on photography, fishing, rock and mountain climbing, and sailing); and 7) programs based in Canada, Great Britain, France, and Latin America. Most entries contain address, phone number, program description and approximate cost. In part 2, 11 vignettes provide animated personal accounts of varied programs. In part 3, indexes cross-reference entries by subject or orientation and by regions of the United States, Canada, and the world, and list those programs offering courses for college credit. Subject categories are biology, birds, family orientation, geology, mammals, marine science, Native Americans, outdoor leadership and survival training, photography, plants, rain forests, and women only. an appendix lists 28 books, periodicals and information sources about outdoor learning vacations.

Method: Program Evaluation or Descriptive
Publication Type: Book or Book Chapters
Source: Personal or Professional Knowledge

Call: ERIC No. ED362369; ERIC Issue RIEFEB94
Descriptors: outdoor education/environmental education/adventure/nature study/vacations/ international/directory

Author: Miles, J. C.
Title: Wilderness as a Learning Place
Univ.: Huxley College Environ. Stud., Western Washington Univ., Bellingham, WA. 1987. 33-41 pp.
Note: Journal article: J. Environmental Educ., vol. 18, no. 2.

Abstract: Outdoor education in wild places can be traced back to Thoreau. Wilderness education came into its own in the 1960s with Outward Bound and NOLS. Educational programs in wilderness settings contribute to various learnings. They may contribute to humility, sense of wonder, and connectedness to nature and help develop the learner's sense of personal, social, and natural history. They contribute to sense of self and personal competence. Careful programming is necessary to achieve the learning potential of wild places.

Method: Program Evaluation or Descriptive
Publication Type: Scientific Journal
Source: Combination

Call:
Descriptors: wilderness education/Outward Bound/NOLS/personal growth/self-competence

Author: O'Keefe, Marty
Title: Freshman Wilderness Orientation Programs: Model Programs Across the Country
Univ.: In: Life Beyond Walls: Proceedings of the 1988 National Conference on Outdoor Recreation (Ft. Collins, CO, Nov. 10-13, 1988); 1989. pp.
Note: speeches/reports/research/technical

Abstract: A survey of 49 colleges collected information about freshman wilderness orientation programs. Questions covered: 1) program goals; 2) activities to reach these goals; 3) follow-up goals and activities; 4) evaluation methods used; and 5) role and training of leaders. Institutional goals included program goals, personal growth goals, and social skills goals. Programs were categorized into three models. Programs in Model I emphasized the role of the student leaders, the importance of having fun, and the importance of establishing a peer group of friends. Programs in Model II emphasized the role of faculty, decision-making skills, small group skills, and the development of peer group identity. Programs in Model III emphasized the connection between the wilderness orientation program and academic persistence, the important role faculty play in the process, the desire for freshmen to adjust and mature through the process, the development of group problem-solving skills, and the desire to reduce stereotyping. Program follow-up and evaluation components were not well documented. Recommendations stress the importance of program evaluation.

Method: Program Evaluation or Descriptive
Publication Type: Conference Proceedings
Source: Questionnaire or Interview Surveys

Call: ERIC ED252368; ERIC Issue RIEMAY85
Descriptors: survey/college freshman orientation/program goals, activities, follow-up and evaluation

Author: ??
Title: Outdoor Education Directory: Organizations Involved in Outdoor Experiential Education
Univ.: Available in paper copy and microfiche from ERIC Clearinghouse on Rural Education and Small Schools, P.O. Box 1348, Charleston, WV 25325 (free). March 1993. 8 pp.
Note: Reference material- directory/catalog

Abstract: This directory lists organizations actively involved in outdoor experiential education. Outdoor experiential education includes some or all of the following elements: 1) active involvement in solving outdoor problems: 2) verbal reflection following the experience; 3) introduction of a level of stress or challenge in completing the outdoor tasks; and 4)emphasis on group development and dynamics. The 75 entries are categorized as foreign and international organizations, national organization and associations, regional and statewide organizations, college- and university-based training, and outdoor experiential education centers and camps. Each entry includes name, address, contact person, telephone number, and a brief description, including names of publications.

Method: Program Evaluation
Publication Type: Published Report or Monograph
Source: Personal Knowledge

Call: ERIC No. ED357944; ERIC Issue No. RIEOCT93
Descriptors: adventure education/environmental education/experiential learning/international organizations/national organizations/secondary education

Author: Phipps, M.
Title: The Instructor and Experiential Education in the Outdoors
Univ.: Dept. Phys. Educ. and Recreation Adm., California Polytech. State Univ., San Luis Obispo, CA 93410. 1988. 8-14 pp.
Note: Journal article: J. Environmental Educ.; vol. 20, no. 1.

Abstract: Experiential education can be taught

most effectively in the outdoors when linked to the psychological foundations of teaching and learning. These include communication, perception, arousal, and motivation. Differences are explained for both teaching and learning styles. experiential education is distinguished from experiential learning, and salient educational strategies are integrated into the education cycle. These include focusing, feedback and support, self-responsibility, and reflecting. The importance of debriefing or processing is stressed, and an experiential method is included enabling symbolic communication through "active reviewing." The environment is a critical factor in this form of education. A major goal is to stimulate curiosity and self-motivation.

Method: Program Evaluation or Descriptive
Publication Type: Scientific Journal
Source: Unable to Identify

Call:
Descriptors: experiential education/self-motivation/outdoor education/personal growth

Author: Pitstick, Randall; Hendee, John and Ivy Lanthier
Title: The Wilderness Discovery program for Poverty Youth in the USDA Forest Service--Curlew Job Corps Conservation Center in the Colville National Forest
Univ.: Dept. of Resource, Recreation and Tourism; Univ. of Idaho; College of Forestry, Wildlife, and Range Sciences, Univ. of Idaho; Curlew Job Corps Conservation Center; Curlew, WA. 1993. 217-221 pp.
Note: Paper given at a symposium during the 5th World Wilderness Congress, Tromso, Norway, September 1993.

Abstract: The use of wilderness for personal growth, therapy, and inspiration is a well-established activity in the United States and many other countries. Benefits of such use are documented in literally hundreds of studies that consistently note increased self-esteem and sense of personal control by participants completing wilderness programs. We implemented and evaluated a week-long wilderness experience program for disadvantaged youth in the Curlew Job Corps Conservation Center in the Colville National Forest. Job Corps students are young people at risk, attempting to overcome years of social, economic, physical, sexual, emotional and psychological marginalization, as well as the consequences of poor choices. Our goal was to establish a program that would enhance students' abilities and performance both within the Job Corps program and in their transition to contemporary society.

Method: Program Evaluation or Descriptive
Publication Type: Conference Proceedings
Source: Personal or Professional Knowledge

Call:
Descriptors: special populations/Job Corps/adolescence/therapy/contemporary society

Author: Player, Ian C. and Wayne M. Elliott
Title: The Wilderness Leadership School in South Africa: Past, Present and Future
Univ.: Executive Director, Wilderness Leadership School 1987. 28-33 pp.
Note: Proceedings of a Special Plenary Session at the 4th World Wilderness Congress Estes Park, CO, September 16, 1987. The Highest Use of Wilderness, Using Wilderness Experience Programs to Develop Human Potential; the International Wilderness Leadership Foundation, Inc. in cooperation with The Wilderness Research Center, Univ. of Idaho; College of Forestry, Wildlife and Range Sciences; Moscow, ID 83843.

Abstract: The Wilderness Leadership School is a nonprofit organization with an aim to use wilderness to inspire the best from mankind. The school is founded on the belief that current and future leaders can be strengthened in spirit, mind and character by a wilderness experience. To achieve an awareness that man's continued well-being hinges on understanding the natural

world, the school conducts "foot trails" into selected areas of Southern Africa. These trips, or "trails" as they are called, are highly personal adventures aimed at inspiring participants and stimulating awareness of the need to conserve and protect mankind's natural heritage, the wilderness, and our quality of life. Over the past 20 years the Wilderness Leadership School has taken over 8,000 people on "trails," with the emphasis on leaders in society; initiated multi-racial trails; helped influence public opinion in South Africa leading to legislation to establish wilderness areas; has been instrumental in organizing four World Wilderness Congresses; helped found the International Wilderness Leadership Foundation, Inc. (IWLF), and the Wilderness Foundation in the United Kingdom. The school's goal is not to expand its number of participants, but to enhance the quality and scope of its courses, continue to be an influential catalyst in the South Africa of the future, to help preserve the wilderness for coming generations, and to promote understanding between all people.

Method: Program Evaluation or Descriptive
Publication Type: Conference Proceedings
Source: Personal or Professional Knowledge

Call:
Descriptors: Wilderness Leadership School/Southern Africa/human potential/ preservation/ multi-racial

Author: Priest, Simon and Richard Bugg
Title: Function of privacy in Australian wilderness environments
Univ.: Brock Univ., St. Catharine's ON, Canada 1991. 247-255 pp.
Note: Journal of Leisure Sciences; 1991 Jul.-Sept. Vol. 13 (3).

Abstract: Replicated and extended W.E. Hammitt and G.F. Brown's (1984) original research on A.F. Westin's (1967) privacy theory. Hammitt and Brown's study identified 5 factors related to functions of wilderness privacy: Emotional Release, Personal Autonomy, Reflective Thought, Limited Communication (Personal Distance), and Limited Communication (Intimacy). This study was concerned with Australian wilderness privacy rather than American. 55 experienced wilderness users rated 24 wilderness privacy items for level of importance. Confirmatory factor analysis failed to fully support Hammitt and Brown's model or Westin's theory; however, exploratory factor analysis lent support to the original work. Emotional release was the most important function of wilderness privacy in Australia, as was the case with Hammitt and Brown's study in America.

Method: Program Evaluation or Descriptive
Publication Type: Scientific Journal
Source: Questionnaire or Interview Surveys

Call:
Descriptors: privacy/Australia/replicated and extended studies/emotional release

Author: Ratz, Jim and Dr. Tim A. Easley
Title: The National Outdoor Leadership Schools (NOLS): Twenty-Two Years of Leadership
Univ.: Executive Director, National Outdoor Leadership School; Research Advisor, National Outdoor Leadership School 1987. 34-39 pp.
Note: Proceedings of a Special Plenary Session at the 4th World Wilderness Congress Estes Park, CO, September 16, 1987. The Highest Use of Wilderness, Using Wilderness Experience Programs to Develop Human Potential; the International Wilderness Leadership Foundation, Inc. in cooperation with The Wilderness Research Center, Univ. of Idaho; College of Forestry, Wildlife and Range Sciences; Moscow, ID 83843.

Abstract: The NOLS mission is to be the best source and teacher of wilderness skills and leadership to protect users and the environment. NOLS believes that the education of users in the skills and ethics of wilderness travel is the key to continued use of wildlands without creating adverse environmental impact. Safety of the

individual and care for the environment are priorities. Toward these goals, NOLS offers courses of 13 to 95 days of various types, in wilderness areas worldwide; sponsors conferences on wilderness related topics; and conducts research on minimum impact, environmental conservation, user benefits and leadership.

Method: Program Evaluation or Descriptive
Publication Type: Conference Proceedings
Source: Personal or Professional Knowledge

Call:
Descriptors: NOLS/National Outdoor Leadership School/environmental ethics and conservation/leadership.

Author: Rosenberg, Sanji M.
Title: The Ride Home: Exploring the Therapeutic Potential of Horseback Wilderness Trips for Emotionally Disturbed Children
Univ.: Sonoma State University; Sonoma, CA. 1993. 220 pp.
Note: Dissertation

Abstract: This study investigates aspects of the relationships between children, animals, and the natural environment to determine the effect these relationships may have on the child's psychological development. Through a lifetime of recreational and professional experience with horses, six years professional experience with emotionally disturbed children, and extensive experience with individual and group wilderness exploration, I have been led to believe that these elements could be effectively combined. I investigated this belief through a thorough literature review. From this literature I extracted the themes which shape each chapter. The horseback wilderness trip has the potential to contribute positively to the psychological and emotional growth of the disturbed child. This potential exists especially in the processes of communication, bonding, confidence, empowerment, physical conditioning, and spiritual perspective. Furthermore, the therapeutic potential of the horseback wilderness trip may extend beyond the individual participants. This possibility rests in the idea that participants may acquire skills which address societal wounds of alienation from the natural environment, animal life and one another. Horseback wilderness trips appear to have therapeutic potential for emotionally disturbed children. Programs for emotionally disturbed children which utilize animals and the natural environment should be increased. Systematic study of such programs should be undertaken. Perspective on the causes and solutions relating to emotional disturbance in children should be expanded.

Method: Program Evaluation or Descriptive
Publication Type: Theses or Dissertation
Source: Literature Surveys

Call:
Descriptors: childhood/human development/disturbed children/therapeutic camping/animals/ psychological development

Author: Scherl, Lea M.
Title: Constructions of a Wilderness Experience: Using the Repertory Grid Technique in the Natural Setting
Univ.: James Cook Univ. of North Queensland 1988. 225-242 pp.
Note: Australian Psychologist Vol. 23 No. 2, July 1988.

Abstract: The experience of being in a wilderness setting is often claimed to be psychologically beneficial to individuals. This conclusion is drawn primarily from studies adopting a pre-post experience test design aimed at quantifying changes within the individual. Central concepts used to describe change are largely related to the "self", for example, self-concept, self-esteem, self-satisfaction, self-awareness. Notwithstanding the heavy focus on "self" as a research variable, most studies ironically ignore detailed consideration of the individual's affective states, perceptions and cognitions associated with wilderness experiences, that is, a more descriptive stage to

research. This study is set within a broader social phenomenological framework. It seeks understanding about the wilderness experience itself from the perspective of the individuals experiencing it, in a particular situational context. The paper discusses the value of using the repertory grid technique for empirically establishing the major domains individuals use to construe a structured wilderness experience. The more conventional two steps for administering the repertory grid technique (i.e. by eliciting constructs first and then later asking respondents to rate the elements on selected constructs) were combined. Since it was only appropriate to administer the technique in the context of being in the wilderness setting itself, a practical presentation needed to be devised. The method for eliciting repertory grids in wilderness is described and results are discussed.

Method: Program Evaluation or Descriptive
Publication Type: Scientific Journal
Source: Questionnaire or Interview Surveys

Call:
Descriptors: phenomenological study/wilderness experience/repertory grid technique

Author: Shin, Won Sop
Title: Wilderness Campers' Attitudes And Their Self-Actualization Based On A Study In Three Ontario Provincial Parks (Campers)
Univ.: University Of Toronto (Canada) (0779)
Degree: PH.D. 1992. 296 pp.
Note:

Abstract: This study examines whether or not wilderness campers' self-actualization, that is the tendency for a person to become actualized in what you perceive to be his or her own potential, was related to their wilderness attitude after wilderness experience or to the quality of wilderness environments where they camped. Eight hypotheses were formulated to investigate the relationship between wilderness experience and self-actualization. People were sampled in three Ontario Provincial Parks (Algonquin, Killarney and Quetico) from September of 1988 to August of 1989. From a total of 138,317 campers, 540 were sampled randomly to collect data. People sampled ranged in age from 15 to 75 years with a mean of slightly over 37. They were highly educated. A majority of them resided in urban or suburban areas. Significant positive correlations between campers' level of wilderness attitude and their level of self-actualization were found. Campers' level of self-actualization also highly correlated with wilderness quality in both perceived or subjective and objective measures. Their personal profile variables such as sex, age and education level showed no significant relationship to campers' self-actualization and wilderness attitude. The main conclusions were that wilderness campers' self-actualization was related to their wilderness attitude and wilderness quality where they camped. The campers' perceived quality of wilderness was different from the objective wilderness quality measured by wilderness professionals.

Method: Program Evaluation or Descriptive
Publication Type: Theses or Dissertation
Source: Questionnaire or Interview Surveys

Call: DAI-A 53/12, P. 4476, Jun. 1993
Descriptors:

Author: Shore, Arnold
Title: Outward Bound: A Reference Volume
Univ.: Outward Bound, Inc.; 165 West Putnam Avenue; Greenwich, CT 06830. 1977. 584 pp.
Note: book

Abstract: This is a reference volume on Outward Bound. Its main purpose is to provide access to the research literature on Outward Bound. Closely allied are several additional goals, including giving the reader a sense of the state of the literature; providing analysis on salient research and programmatic issues; granting easy access to individual pieces of research and opening up related research literature. The organization of this volume

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reflects these interests and goals. Section I is an overview of the research literature on OB. Section II is a report on what we know about academic and research issues from the literature. It is a review of empirical studies covering research design, theory, special Outward Bound topics, and other observations. Section III consists of summaries of individual reports of research. Two types of summaries are included: first, summaries by this writer which are precise statements of the research with critical commentary; and second, summaries in the words of the authors of the research, each of which is meant to provide first-hand information in shortened form. Section IV is an extensive bibliography of related research literature. The bibliography is organized under three major headings--education, psychology and corrections--one minor heading--the inevitable "other" category--with refined breakdowns for each of the categories mentioned. These references were culled from all of the literature reviewed in this volume. The bibliography provides an intellectual context for Outward Bound research and useful starting points for pursuing additional reading.

Method: Program Evaluation or Descriptive
Publication Type: Book or Book Chapters
Source: Literature Surveys

Call:
Descriptors: Outward Bound/bibliography/reference/research/education/psychology/corrections

Author: Smith, Mary
Title: Project Adventure Summer Trip--June 25-July 16, 1972
Univ.: 1973. 11 pp.
Note: reports/descriptive

Abstract: With 7 adult sponsors, 40 students from 4 Massachusetts high schools participated in a successful 3-week-long summer trip in Maine. Intended to provide students with realistic challenges to help them gain a sense of pride and accomplishment, the program took one group of students down a Maine river and the other group on a 800-mile bicycle trip to Canada and back. Both groups then met for hiking, climbing and a three-day solo wilderness experience. Cost to each student was $60; total cost to the project was $2900, excluding gear and salaries. During the trip, informal evaluation by the adults resulted in immediate adjustments of the program when possible and in improved plans for the next summer's program. Results of a formal follow-up questionnaire sent to student participants indicated that 38 of the 39 respondents were glad they had participated. Twenty-seven felt the relationships they formed were the most important aspect of the trip. Other important elements were the physical challenge, the new skills, the co-ed environment, and the natural beauty. Most of the students kept a log of their experiences, including the solo which they all thought was valuable. The staff was pleased with the cohesiveness of the diverse group.

Method: Program Evaluation; Descriptive
Publication Type: Published Report
Source: Questionnaire

Call: ERIC ED200365; ERIC IssueRIEAUG81
Descriptors: adventure education/high school students/participant satisfaction

Author: Spence, Jennifer and Simon Priest
Title: The Wilderness Experience is Beneficial to School Children
Univ.: Pathways to Outdoor Communication vol. 2 no. 2 1992. 10-12 pp.
Note:

Abstract: Outlines intrapersonal, interpersonal, and environmental benefits of the small-group wilderness experience. Discusses barriers to providing school children with wilderness and outdoor adventure experiences: concerns about possible litigation, lack of professional outdoor leadership, perceptions of the experience as a vacation from the classroom, and fears of overusing the wilderness.

Method: Program Evaluation or Descriptive
Publication Type: Published Report or Monograph
Source: Personal or Professional Knowledge

Call: ERIC EJ453462; ERIC Issue CIJMAR93
Descriptors: secondary education/intrapersonal & interpersonal benefits

Author: Steiger, Harold Joseph
Title: The Effects Of A Group Based Wilderness Adventure Program On The Moral Reasoning, Sociomoral Attitudes, And Self-Esteem Of Adolescents
Univ.: University Of Minnesota (0130)
Degree: PH.D. 1986. 265 pp.
Note: Downloaded from Dissertation Abstracts

Abstract: A group based wilderness adventure program highlighting the importance of rules (moral judgment Stage 4) and the value of cooperation (moral judgment Stage 3) was conducted to promote moral reasoning, socio-moral attitudes, self esteem, and positive behaviors related to drug and alcohol use and school performance. The study is unique in that it utilizes and interrelates two important data sources (1) standardized test scores, (2) anecdotal, observational, and case study material. The intervention received a high positive endorsement by the treatment group who also showed a significant increase in their attitude toward rules only on the standardized measures.

Anecdotal material is used to capture underlying processes, changes, and influences missed by the group focused standardized measures and suggests that the intervention is more effective at influencing consolidation and increased valuing of moral reasoning and socio-moral attitudes that are already cognitively available to participants than promoting absolute change on these measures. Standardized test scores are combined with anecdotal material to describe individual differences in responsiveness to the intervention in three case studies.

Recommendations for future research focus on the need to develop measures more sensitive to consolidation and increased valuing, attention to transfer of training and generalizability through the use of a seminar and "in-town" follow up programming, and the paradoxical problem of attribution where the salience of the experience, environment, and staff, tends to foster situational as opposed to dispositional attributions for the changes that are experienced.

The study provides an example of combining data from standardized tests with anecdotal, observational and case study material to enhance understanding of underlying processes in intervention programs where results, even when significant, are often quite modest, and where group scores obscure individual differences.

Method: Program Evaluation or Descriptive
Publication Type: Theses or Dissertation
Source: Combination

Call: DAI 47/10A, p.3716 Publication No.: AAC8627047
Descriptors: Education/psychology/moral reasoning/self-esteem/adolescents

Author: Stoltz, Paul Gordon
Title: Developing Communication Skills Through Outdoor Experiential Leadership Training: A Quantitative And Qualitative Analysis
Univ.: University Of Minnesota (0130)
Degree: Ph.D. 1989. 279 pp.
Note: Downloaded from Dissertation Abstracts

Abstract: Citing the critical need for leadership in organizations in the United States, this exploratory study examines leadership development from a communication skills perspective. Of the many approaches to leadership development, outdoor experiential leadership training has been gaining in popularity. Two sections of the Voyageur Outward Bound School's Professional Development Program, one longer than the other, were selected for evaluation.

In an effort to overcome some of the methodological shortcomings found in earlier research, this study employed a review of Outward Bound's written materials, interviews with the program directors, observation of the programs, telephone surveys of participants, and a pretest-posttest questionnaire. The results from these data-gathering methods were statistically compared to test any claims that were made.

The review of program materials and the interviews revealed a substantial number of communication-related leadership skills that the programs intended to develop in their participants. Emphases in written materials and interviews on themes of trust, self-perception and compassion suggested that there is an important portion of Outward Bound's belief system that may not be sufficiently addressed by this study.

Observation revealed substantial differences between the two sections of Outward Bound in their respective energy levels, quality of facilitation and depth of processing. Neither group demonstrated significant change on the questionnaire at the .05 level. When both groups were statistically combined there was a significant negative change in two of the six dimensions. The Leadership Profile did appear to delineate between individuals and dimensions to some degree.

Predictions of individual change were compared with observed change on the questionnaire. Predictions proved accurate, but incomplete. Chi square comparisons were not statistically significant. Subject perceptions of change were partially accurate when compared with the results of the questionnaire. Chi-square tests were statistically significant on only one dimension.

Overall, while there were select cases of individual positive change, the two groups did not demonstrate positive change in the areas that Outward Bound suggested they would. The longer, more thoroughly facilitated of the two programs did show greater positive change, overall, than did the shorter course.

Method: Program Evaluation or Descriptive
Publication Type: Theses or Dissertation
Source: Combination

Call: DAI 50/09A, p.2706 Publication No.: AAC9005262
Descriptors: Education/Outward Bound/leadership/training

Author: Stremba, Robert
Title: Personal Growth Wilderness Outings and an Outdoor Freshman Orientation Program
Univ.: Univ. of Puget Sound, Tacoma, WA 98416. 1986.
Note: From the presentation "Student and Staff Orientation, Counseling, Teambuilding and Development,' a session at the 1986 National Conference on Outdoor Recreation held at the Univ. of California at Davis.

Abstract: Personal growth wilderness outings have been conducted by the Counseling Center at the University of Puget sound for the past five years. Using the outdoors as a medium for students to learn about themselves, to communicate and cooperate with one another, and to have fun are purposes consistent with the Counseling Center's mission of offering programs for students to achieve success--personally, socially, emotionally and academically. The general goals and purposes of the personal growth outings program are described to participants at pre-trip meetings. This paper describes in some detail the Passages outdoor freshman orientation program, including leadership recruitment, leadership training, program impact, evaluation and outcome.

Method: Program Evaluation or Descriptive
Publication Type: Conference Proceedings
Source: Personal or Professional Knowledge

Call:
Descriptors: university freshman/communication/cooperation/leadership/program evaluation/ team building

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Author: Strickler-Kirkpatrick, Elizabeth Ann
Title: Engaging Wilderness As A Psychotherapeutic Medium (Outdoors Counseling, Therapy)
Univ.: University Of Georgia (0077) Degree: PH.D. 1986. 154 pp.
Note: Downloaded from Dissertation Abstracts

Abstract: A preliminary investigation was made into the use of wilderness as a psychotherapeutic medium. Three ongoing psychotherapy clients met in a wilderness area, instead of the usual office setting, for at least one therapy session. In all, 5 wilderness psychotherapy sessions were conducted. Participant-observer field notes, pre- and post-wilderness-session interview transcripts, clinical case notes, and client and researcher diaries were qualitatively examined using a comparative case study design and the process of inductive analysis.

Themes and patterns emerging from the data were identified, and statements of relationships were generated. The wilderness setting did not take precedence over the moment-to-moment state of the relationship. Yet the wilderness setting was an inextricable part of the relationship and variously affected the moment-to-moment state. The importance of the wilderness setting may not be in the provision of new or different therapeutic dimensions but in a focus of emphasis on recognized and well-established therapeutic factors, such as trust, self-disclosure, and universality.

Method: Program Evaluation or Descriptive
Publication Type: Theses or Dissertation
Source: Combination

Call: DAI 47/08A, p.2895 Publication No.: AAC8628921
Descriptors:
Education/counseling/therapy/receptivity

Author: Stringer, L. Allison
Title: The Need for Something Different: Spirituality and Wilderness Adventure
Univ.: Journal of experiential Education, Vol. 15 No. 1, May 1992 . 13-20 pp.
Note: Report/Research/Technical Journal article

Abstract: Naturalistic inquiry methods were used to explore the spiritual dimension of wilderness experiences among 26 participants in wilderness adventure programs. Participants identified their spiritual experiences and factors contributing to or inhibiting such experiences. Program recommendations are offered for planning wilderness trips conducive to spiritual development.

Method: Program Evaluation or Descriptive
Publication Type: Scientific Journal
Source: Unable to Identify

Call: ISSN:1053-8259; ERIC No. EJ471466; ERIC Issue CIJFEB94
Descriptors: spiritual development/wilderness experience-maybe don't use this because they are ALL wild. exp. or not included - note in forward- rationale.

Author: Talbot, Janey Frey and Stephen Kaplan
Title: Perspective on Wilderness: Re-Examining the Value of Extended Wilderness Experiences
Univ.: Psychological Laboratories, Univ. of Michigan 1986. 177-188 pp.
Note: Journal of Environmental Psychology, Vol. 6.

Abstract: This paper presents results from the final phase of a ten-year research program dealing with the dynamics and the impacts of wilderness experiences. Although these data are from participants in shorter trips than those reported on previously, questionnaire data indicate that responses to the different trips were similar, and that responses from participants of different ages and sexes were also similar. Theoretical issues which emerged from earlier analyses of participants' journals are also re-examined in light of the current data. These earlier results had suggested that an individual's

growing perceptual understanding of the surrounding wilderness environment was connected to a wide range of personal insights as well as other psychological benefits. Results from the current data concur with this finding. Furthermore, contrary to alternative hypotheses, feelings of control over the environment were not evident either in the original data or in the current participants' journals. These data suggest that an alternative stance, described as feeling 'at one with' or 'part of' the environment, is more frequent and is generalized to non-wilderness surroundings. Other categories of individual response which complement this non-dominant environmental orientation are also documented in the current data.

Method: Program Evaluation or Descriptive
Publication Type: Scientific Journal
Source: Questionnaire or Interview Surveys

Call:
Descriptors: psychological benefits/gender/journals/questionnaire data/insights

Author: Travers, Judith Ann Brean
Title: The Effects Of The Colorado Outward Bound Teachers' Practicum As Perceived By Participants
Univ.: University Of Colorado At Boulder (0051) Degree: PH.D. 1982. 175 pp.
Note: Downloaded from Dissertation Abstracts

Abstract: The purpose of this study was to investigate the personal and professional effects of the Colorado Outward Bound Teachers' Practicum, 1968 to 1980, as perceived by teachers. Interviews and participant observation techniques were used initially for the 1980 courses. Then, all those graduates who listed their profession as teacher were contacted, 526 in all, using a mailed questionnaire. Twenty-seven percent responded, 144 persons. The results showed that the teachers perceived positive benefits from the course in all the areas covered by the questionnaire. They reported the course influenced their use of certain teaching practices, lifestyle changes, recreational patterns, attitudes towards students, and long term changes in career choice or marital status. Change was especially positive in the areas of environmental awareness, increased self-confidence and a new concern with the emotional growth of the student.

The results of the questionnaire were then compared with the demographic information. One-way ANOVA followed by the Tukey method of multiple comparisons indicated that there was no clear cut pattern which would suggest that certain ages at the time of attendance, marital status, year of attendance, or level of teaching influenced the effects a teacher might receive from the course. The course as equally effective for all levels of teacher, all ages, all years and all marital statuses. However, there was a pattern of statistically significant responses by sex. Men scored higher in perceiving the course as being more effective in various areas of interaction such as "understanding others' points of view," "ability to listen to others," "use of small group discussion" in class after the course, and "increased openness toward students and colleagues."

In broad terms the results imply that the Outward Bound Teachers' Practicum has a positive, long term effect upon teachers who attend it. Reasons for this positive effect include the impact of the wilderness, the use of group interaction techniques, the use of the instructor as a teaching model, increased sense of fitness and competency, an increased ability to handle stress, and the breakdown of habitual patterns of thinking and behaving.

Method: Program Evaluation or Descriptive
Publication Type: Theses or Dissertation
Source: Questionnaire or Interview Surveys

Call: Source: DAI 43/04A, p.1109 Publication No.: AAC8221130
Descriptors: Education/Social Sciences (0534)/Outward Bound/teaching/tests

Author: Traynelis-Yurek, Elaine; Giacobbe, George
Title: Length of Stay and Age Affect Recidivism after a Quality Treatment Program
Univ.: Univ. of Richmond, VA 23173 1988. 257-267 pp.
Note: International Journal of Adolescence and Youth; 1988, 1, 3. Hardcopy reproduction not available; document not on microfilm.
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Abstract: An investigation of the impact of the factors of age and length of stay on recidivism for 228 male juvenile offenders (ages 12-18), who were residents at Elk Hill farm in Goochland, Va. Elk Hill Farm is a private, nonprofit institution for troubled youth that utilizes a quality, multifaceted treatment program that includes the following components: a peer group model, an after care program, a special education school, wilderness therapy, and parent groups. Analysis of data obtained via the Success Rate Index, which divides the number of months that Ss were reincarcerated after leaving the program into the total number of months since leaving that program, reveals that longer stays and older age at leaving Elk Hill farm lessens the likelihood of later incarceration. It is concluded that social and emotional growth, a quality treatment, length of stay, and age at the time of leaving the program are important factors affecting future reincarceration. 5 tables, 12 references.

Method: Program Evaluation or Descriptive
Publication Type: Scientific Journal
Source: Administrative Records

Call:
Descriptors: therapy/juvenile offenders/Success Rate Index/private institution

Author: Wakefield, Gary C. and Rudi Rudibaugh
Title: Observation of the Effects of Human Social Behavior in Varied Wilderness Settings
Univ.: Parks and Recreation/Environmental Education Department, Slippery Rocky University of Pennsylvania, and Rudibaugh is with the Fossil Ridge Guide Service, Parlin, CO. July 1990. 70-72 pp.
Note: source: USDA Forest Service General Technical Report RM-193; The Use of Wilderness for Personal Growth, Therapy, and Education; A.T. Easley, Joseph F. Passineau, and B.L. Driver, compilers.

Abstract: It is the intent of this paper to report on some of the complex social behavior patterns that can evolve in a wilderness setting. It was recognized early that task assignments were critical in assuring group members treated each other with respect. It was also noted that the size of the groups had a direct bearing upon their social structure. Large groups tended to break into "cliques" which competed with each other for status. The tension between members of the cliques escalated with time. There is evidence to suggest the high levels of tension created were transmitted to saddle and pack stock. Positive social impacts were observed on group members with low self-esteem.

Method: Program Evaluation or Descriptive
Publication Type: Conference Proceedings
Source: Observations

Call:
Descriptors: behavior patterns/respect/social structures/tension/self-esteem

Author: Walsh, Richard; Richard Gillman and John Loomis
Title: Psychological Importance of Wilderness Experience
Univ.: Dept. of Economics, Colorado State University 1982. 58-59 pp.
Note: Wilderness Resource Economics: Recreation Use and Preservation Values; American Wilderness Alliance; 4260 East Evans Avenue; Denver, CO 80222.

Abstract: This study summarizes the importance of 20 types of psychological experience people expect from the recreation

use of wilderness areas in Colorado, 1980. Participants in study were surveyed on a 5-point scale ranging from (1) not important to (5) extremely important. The average or mean scores are shown along with the standard deviation and the proportion of the sample with no opinion. The most important wilderness experiences, in declining order, were viewing scenery, being close to nature, engaging in family activity, being with others who enjoy the same thing, have a change from daily routine, learning more about nature, and experiencing new and varied things. These wilderness experiences were more important than being alone in a wilderness area, which ranked fourteenth in importance. This finding was contrary to the stereotyped image of the purist wilderness experience of the lone backpacker. The results suggest that people expect recreation use of wilderness areas to provide many important types of psychological experience.

Method: Program Evaluation or Descriptive
Publication Type: Published Report or Monograph
Source: Questionnaire or Interview Surveys

Call:
Descriptors: psychological experiences/solitude

Author: White, Emily
Title: Education In Non-School Settings: A Case Study In Reflective Practice
Univ.: Columbia University Teachers College (0055) Degree: EDD 1987. 292 pp.
Note: Downloaded from Dissertation Abstracts

Abstract: This case study examines the practice of education in the context of organizational goals and constraints and the dynamic, evolving process of educational meanings, choices and relationships. It recounts the development and pilot season of an innovative, language arts program, the Reading Program. Its purpose was to foster skills and motivation in youth "at risk" in a wilderness survival setting (Outward Bound). The program exemplifies issues common to the management and articulation of education in non-school or non-traditional settings. These include: multiple sponsors, criteria and constituencies; complex institutional environments within which to carve out an educational setting; and multiple, competing aims related to formal and experiential learning.

A second, major dimension of this study is to apply Donald Schon's notion of "reflective practice" to the educator and to illuminate the nature and tasks of that role. The educator's primary responsibility is shown as sustaining the aims and innovative qualities of the educational program in the process of implementation while examining what is taking place. In this study, the personal observations and interpretations of the author-educator are incorporated with narrative description and analysis. Conceptual tools reflecting the clinical nature of educational collaboration and consultation are drawn from psychology, action research, "social systems" thinking and personal experience. Perspectives for planning and viewing educational efforts are drawn from philosophy, history, sociology and curriculum theory.

Different themes and "key incidents" deal with the program's origins, the different levels (explicit and implicit) at which goals and roles are engaged, the management of boundaries between Outward Bound and academic learning, and the negotiation of authority for leadership, instruction and learning. Participants' expectations and motivations are traced through their experiences of recruitment, selection, joining and the formation of sub-groups related to subject areas, other tasks and informal bonds. The academic learning system--its structures, constraints and ideologies--is analyzed in dynamic relation to the dominant organizational culture in the setting.

Method: Program Evaluation or Descriptive
Publication Type: Theses or Dissertation
Source: Unable to Identify

Call: DAI 48/07A, p.1649 Publication No.: AAC8721184

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Descriptors: Education/Outward Bound/youth at risk/expectations/motivations

Author: Won Sop Shin
Title: Wilderness Campers' Attitudes and their Self-Actualization Based on a Study of Three Ontario Provincial Parks
Univ.: Faculty of Forestry, Univ. of Toronto, Tor. Ont. M5S 3B3 1992. 263 p.
Note: The Fourth North American Symposium on Society and Resource Management, Book of Abstracts, University of Wisconsin-Madison; Madison, WI; May 17-20.

Abstract: This study examined whether or not wilderness campers' self-actualization, that is the tendency for a person to become actualized in what he or she perceived to be his or her own potential, was related to their wilderness attitude or to the physical quality of wilderness environments where they camped. Eight hypotheses were formulated to investigate the relationship between wilderness experience and self-actualization.

Method: Program Evaluation or Descriptive
Publication Type: Conference Proceedings
Source: Unable to Identify

Call:
Descriptors: self-actualization/attitudes/physical environment

Subjective Evaluation

- 20 entries

Author: Bacon, Stephen
Title: The Conscious Use of Metaphor in Outward Bound
Univ.: Colorado Outward Bound School; 945 Pennsylvania Street; Denver Colorado 80203-3198. 1983. 104 pp.
Note:

Abstract: This book is designed as an instructor's manual for Outward Bound staff members, with an appendix briefly explaining the history, goals, and basic course structure for those not familiar with Outward Bound. In spite of its success in spawning hundreds of adaptive programs and its powerful, direct impact on thousands of its own students, Outward Bound has tended to be overlooked by researchers and theoreticians. It is often relegated to an adjunctive role--the basic educational or therapeutic process takes place in the school or the hospital, and the students and patients are then sent to Outward Bound as a kind of extra fill. This approach assumes that OB is not a comprehensive process--that it lacks the depth and richness to meet student and/or patient needs fully--and thereby minimizes its essential worth. The author's belief is that the OB process offers one of the most flexible and multifaceted paradigms existent in education and mental health. It has the ability to involve every aspect of the participant, to be truly holistic, to cut quickly to the heart of problems, and to do all of this in a context--wilderness--that is simultaneously pragmatic and sublime. The book asserts that we learn by relating previous experience with present ones, seeking to confirm or reorder our sense of reality. This is essentially a metaphoric function, in that we let experience stand for something in our lives. OB courses are structured in such a way that there are an unusually large number of potentially enabling metaphors available to students. The book's chapters are named: I) Theoretical Foundations; II) Assessment; III) Dressing the Metaphor; IV) Archetypes; V) Troubleshooting; VI) Putting It All Together.

Method: Subjective Evaluation
Publication Type: Book or Book Chapters
Source: Observations

Call:
Descriptors: outdoor education/human development/therapeutic recreation/Outward Bound

Author: Bunting, Camille J.
Title: Experiences in the Wilderness: Opportunities for Health
Univ.: Outdoor Education Institute, Dept. of Health and Physical Education, Texas A & M University. 1989. 9-13 pp.
Note: Trends: Wildland Recreation and Contemporary Society; U.S. Dept. of the Interior; National Park Service; National Recreation and Park Association

Abstract: One of the most recent realizations of the wellness movement is the value of various wilderness experiences and/or activities. Research has demonstrated the positive health benefits of the wilderness environment as well as the positive nature of many activities that are available in the wilderness (Kaplan and Talbot 1983; Teaff and Kablack 1987). It seems likely that there are primarily two areas of positive impact in a wilderness experience--the natural environment itself and the natural challenge activities that are often available in such an environment.

Method: Subjective Evaluation
Publication Type: Trade Journal or Popular Magazine
Source: Literature Surveys

Call:
Descriptors: human development/wellness/activities/environmental awareness

Author: Davis, George D.
Title: Wilderness Characteristics and Values
Univ.: Source: "Wilderness & Natural Areas in the Eastern United States: A Management Challenge." David L. Kulharg (Ed.) 1986. pp.
Note:

Abstract: This paper identifies and describes 25 wilderness values. Twenty-two are placed in five distinct categories which apply to all wilderness values: naturalness, ethical, psychological, recreational, and other issues. The three additional values apply only to certain wilderness areas. In conjunction with the wilderness attributes rating system, these 25 values, which are derived from legislative language and the literature, may be useful in wilderness resource decisionmaking.

Method: Subjective Evaluation
Publication Type: Book or Book Chapters
Source: Literature Surveys

Call:
Descriptors: wilderness philosophy/recreation/mineral leasing/legislation.

Author: Democker, Steven Carroll
Title: A Trail Of Desire: Aspects Of Relationship With Nature (Wilderness, Outdoor)
Univ.: The University Of Rochester (0188)
Degree: EDD 1987. 134 pp.
Note: Downloaded from Dissertation Abstracts

Abstract: Mankind, in forming a cooperative community capable of procuring the basic necessities of life, has renounced his wildness. "Our civilization," wrote Sigmund Freud, "is founded on the suppression of instincts." This is the wound we have sustained in accepting the particular logic of modern western society. In raising ourselves from the primordial state, we have somewhere lost our connection to wildness, to the wholeness of human possibility which does not separate reason from emotion, fact from illusion, man from woman, and ultimately, spirit from Nature.

Outdoor education has become the most common form of organized wilderness experience by appealing to a common urge to restore that lost connection. In offering us the experience of wilderness, outdoor curriculum implies the promise of something beyond the reach of culture, the possibility of reconciling the tension Freud describes. The difficulty is that while Nature may be, in a sense, beyond culture, we are not. Outdoor education is located in wilderness that is interpreted through as many different codes as there are cultures and classes, and the curriculum is based on values which have a specific social and historical context.

This thesis concerns the problem of our modern relationship with wilderness. First is the broad question of our mass view of Nature, in which Nature and culture are bifurcated into antagonistic opposites. In the logic of the prevailing economic structure the utility of one is merely traded against the utility of the other. There remains little room for the notion of Nature and culture as co-determinant. Second is the specific question of the wilderness curriculum. Outdoor education is being practiced without a critical awareness of how culture mediates our experience of wilderness. The assumptions at work in outdoor pedagogy remain fundamentally unacknowledged and unexamined.

There are many things which color our view of the natural environment. What, in particular, is examined in this thesis are the specific roles of history, curriculum, and gender consciousness as mediators of wilderness experience. The hope is that in asking how we have formed our relations with the Great Mother, we will open discussion on what I believe to be a vital and timely question: How can we form this relationship in a way that honors Nature and human spirit as one.

Method: Subjective Evaluation
Publication Type: Theses or Dissertation
Source: Personal or Professional Knowledge

Call: DAI 47/12A, p.4351 Publication No.: AAC8705921

Descriptors: Education/relationship/nature and culture/connection

Author: Donaldson, Fred O.
Title: Finding Our Way with Play: Lessons from Wilderness Playgrounds and Wildlife Playmates
Univ.: American Parks and Wildlands, Big Sky, MT. July 1990. 146-151 pp.
Note: source: USDA Forest Service General Technical Report RM-193; The Use of Wilderness for Personal Growth, Therapy, and Education; A.T. Easley, Joseph F. Passineau, and B.L. Driver, compilers.

Abstract: A genuine experience of wilderness requires participation of all our senses and a way of knowing more holistic than analytic. A playful approach to wilderness is a major paradigm shift away from our perception of wildlife as prey or specimens and wilderness as scenery or resources. Play offer us a unique opportunity to develop nonverbal interspecific communication without destroying wilderness. Play is a powerful force in both animal and human behavior. But for us to truly play will require a major paradigm shift away from our contest approach to each other and the world. The playful mind is an ecological mind offering a unique opportunity to develop nonverbal interspecific communication.

Method: Subjective Evaluation
Publication Type: Conference Proceedings
Source: Personal or Professional Knowledge

Call:
Descriptors: nonverbal interspecies communication/ecological mind/human behavior

Author: Elbers, Joan (compiled by)
Title: Changing Wilderness Values, 1930-1990: An Annotated Bibliography.
Univ.: 1991. 138 pp.
Note: (book) Greenwood Press, 88 Post Road West; Westport CT 06881.

Abstract: (from the Introduction) The ideas, political conflicts and sentiments that surround the Wilderness Act are recorded and reflected in a rich and varied literature. Aldo Leopold uses the phrase "round river" as a metaphor for ecological interconnectedness. The literature of wilderness values, too, is a kind of round river, where the energy of love of the wilderness flows through the different types of wilderness writing connecting the passionate and the imaginative with the scholarly, scientific and philosophical. This bibliography is compiled to further that connection. There is, as yet, little evidence that contemporary policymakers are aware of the sophisticated work that is being done in environmental ethics; and even wilderness advocates seem unacquainted with the bulk of philosophical and historical writings on their subject. Certainly, there is no existing published work that reviews the literature and research on the attitudes toward wilderness which mold and transform our culture's relationship to the natural world. This bibliography encompasses the different values Americans have sought in or attributed to the wilderness from 1930 to the present. It excludes, unless covered in collections of general works, some major earlier figures, such as John Muir and Henry David Thoreau and some major earlier movements, such as the resource conservation movement championed by Gifford Pinchot and President Theodore Roosevelt during the Progressive Era. Within the general scope of subject, time period and types of material, the bibliography attempts to achieve completeness, offering information on the most relevant works. The books, essays and articles listed group themselves naturally into several broad categories: 1) Bibliography; 2) History; 3) Personal, Political and Scientific Statements; 4) Philosophy; 5) Poetry and Fiction; 6) Research Studies and 7) The Wilderness Experience.

Method: Subjective Evaluation
Publication Type: Book or Book Chapters
Source: Literature Surveys

Call: ISBN: 0-313-27377-4; ISSN: 0-742-6828

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Descriptors:
philosophy/values/bibliography/environmental ethics

Author: Greenway, Robert
Title: On Crossing and Not Crossing the Wilderness Boundary
Univ.: Sonoma State Univ., Rohnert Park, CA 94928 or Corona Farm, 1611 Corona Road, Port Townsend, WA 98368 1993. 205-216 pp.
Note: Paper given at a symposium during the 5th World Wilderness Congress, Tromso, Norway, September 1993.

Abstract: Wilderness is not just a place, a remnant of what once was, a commodity, or the missing Elder or Mother. Instead, wilderness is a complex of ideas, profoundly intertwined with the past and present of our civilization and our hopes and fears for a future. It is a place of tension, acrimony, and poignant beauty that often stands in sharp contrast to the ravages of civilization. In this paper, I consider the current rush to use wilderness for various psychological purposes of civilization, and I look back at my own work of more than 20 years--taking university students and others on extended stays into the wilderness and then back again into our urbanized world. Considerable confusion surrounds the use of wilderness for "therapy, learning, and inspiration, " especially around the attempts to research the much vaunted "wilderness effect" (Hendee and Brown, 1988). Using ecological psychology (somewhat parallel and complimentary to eco-philosphy and deep ecology), several U.S. and Canadian wilderness researchers are seeking an underlying model that would allow us to express what poets and nature writers have long been expressing about wilderness, the wilderness experience, and the relationship between culture and nature (Greenway, 1993; and Roszak, 1992.)

Method: Subjective Evaluation
Publication Type: Conference Proceedings
Source: Personal or Professional Knowledge

Call:

Descriptors: philosophy/psychology

Author: Heywood, John
Title: Collective Social Groups in the Wilderness: Problems and Prospects
Univ.: School of Natural Resources, Ohio State University, Columbus, OH. July 1990. 64-69 pp.
Note: source: USDA Forest Service General Technical Report RM-193; The Use of Wilderness for Personal Growth, Therapy, and Education; A.T. Easley, Joseph F. Passineau, and B.L. Driver, compilers.

Abstract: Collectives are made up of combinations of known and unknown others, who join together to pursue a one-time wilderness activity, then disband never to exist again. Collectives are of interest because not only must they develop a structure and processes to purse individual and collective goals, but often they must also cope with challenging, hazardous environments while doing so. Parson's Theory of Social Action systems is used to develop an approach to understanding collective development in wilderness settings.

Method: Subjective Evaluation
Publication Type: Conference Proceedings
Source: Unable to Identify

Call:
Descriptors: social groups/collective development/individual and collective goals

Author: Krumpe, Edwin E.
Title: Managing Wilderness for Education and Human Development: A Bane or a Blessing?
Univ.: Dept. of Resource, Recreation and Tourism; Wilderness Research Institute; College of Forestry, Wildlife and Range Sciences; Univ. of Idaho, Moscow, ID 83843. 1990. 83-89 pp.
Note: Proceedings of the Conference: Preparing to Manage Wilderness in the 21st Century

Abstract: There has been a growing trend in programs that use wilderness experience and outdoor adventure for personal growth, therapy and rehabilitation. This paper discusses the opportunities, conflicts and challenges that this growing use of wilderness has created for wilderness management. An explanatory model of how wilderness experience programs work is presented and implications for wilderness management is described. Considerations include special use permits, trip logistics, impacts of specialized activities on other visitors, safety, gradual erosion of real risk and challenge, publicity, return visitors, and philosophical differences.

Method: Subjective Evaluation
Publication Type: Conference Proceedings
Source: Personal or Professional Knowledge

Call:
Descriptors: outdoor adventure/therapy/rehabilitation/conflicts in management/ impacts/explanatory model

Author: LaPage, W. F. , and S. R. Ranney
Title: The American Wilderness--A Cultural Imperative
Univ.: New Hampshire State Parks; American Wilderness Alliance, Washington, D.C. July 1990. 118-123 pp.
Note: source: USDA Forest Service General Technical Report RM-193; The Use of Wilderness for Personal Growth, Therapy, and Education; A.T. Easley, Joseph F. Passineau, and B.L. Driver, compilers.

Abstract: Both the productive and cultural sides of American life owe their richness to the land and the landscape. The creative and inspirational character of the land, such as its wildness, vastness, and productivity, contribute to the spirit of America and find lasting expression through art, music and, literature. Collectively, these expressions have evolved into a uniquely American culture; that culture contributes to an infectious national spirit of pride and optimism. This intangible, and quite likely nonrenewable, national resource of the land can only be preserved when we understand the magnitude of its contribution. Through an examination of the sources of our national identity, the authors suggest that wildland preservation is a cultural imperative--a source of national vitality and energy.

Method: Subjective Evaluation
Publication Type: Conference Proceedings
Source: Personal or Professional Knowledge

Call:
Descriptors: wilderness philosophy/spirit of America/artistic expression/American culture/ national identity/preservation

Author: McDonald, Barbara L.; Schreyer, Richard
Title: Spiritual Benefits of Leisure Participation and Leisure Settings
Univ.: Strategic Assessment Branch, National Oceanic and Atmospheric Administration, Forestry Sciences Lab, Athens, GA; dept. of Forest Resources, College of Natural Resources, Utah State University, Logan, Utah. 1991. 179-194 pp.
Note: Benefits of Leisure, Driver, B.L. Brown, P.J. and G.L. Peterson (eds.), Venture Publishing, Inc. State College Pennsylvania.

Abstract: The presence of spirituality is pervasive in human society. It appears to be expressed during leisure in a wide variety of ways. Its significance has often been overlooked because it is less tangible than more concrete and understandable aspects of life. Nevertheless, it is one of the universal human experiences, and access to spiritual experience appears to provide the opportunity for considerable benefit, including feelings of peace, belonging, inspiration, and unity. If these benefits are then manifested through the individual's behavior, and if this behavior in turn improves the condition of the individual, community, environment, or planet, then the spiritual benefits of leisure may have far-reaching consequences. Also discussed: The nature of

spirituality (spirituality and leisure) ; the process of spirituality (the religious experience, states of consciousness, the wilderness experience); the context of spiritual experiences (religious beliefs, spirituality and place) ; factors influencing spiritual experience (sociocultural forces, environmental influences) ; the benefits of spiritual experience.

Method: Subjective Evaluation
Publication Type: Books or Book Chapters
Source: Personal or Professional Knowledge

Call:
Descriptors:
creativity/enjoyment/community/personal development/sociocultural forces/ spirituality and place/religious beliefs/consciousness/psychological scale

Author: Medrick, Frederick William , III
Title: The New Age Wilderness Leader: A Rationale And Experiential Model For Training (Outdoor, Adventure, Transformation)
Univ.: University Of Northern Colorado (0161)
Degree: EDD 1985. 284 pp.
Note: Downloaded from Dissertation Abstracts

Abstract: In this personal yet wide ranging account of one individual's exploration of "experiential learning" in the outdoors and its diverse effects and applications, the author develops the concept and process for training New Age wilderness leaders. Expanding on the concept of "warriorship" developed by numerous cultures and traditions, this paper places this evolutionary figure within the context of current social and ecological dilemmas, within the emerging paradigm of a holonomic universe and general systems theory, and within the context of outdoor experience, adventure activities, sports, and the efforts of humans to reach beyond or transform themselves.

The New Age Wilderness Leader represents a recognition of the immense power and potential of experiences in nature to bring us back into contact with our own primal energies, with elemental forces in nature, and with profound awe and appreciation for the wonders of the environment which we seem bent on destroying. The need for such "warriors" as a further step in the evolutionary transformation of our planetary ecosystem is attested to by the impact such experiences have on individuals and societies--documented by religion, literature, and philosophy--and the widespread evidence of our self-destructive tendencies.

The author contends that such situations require a new type of "warrior," trained in outdoor skills and wilderness travel, communications and group dynamics, forms of human movement, and the metaphoric potential of outdoor experiences. Such individuals must have been enlightened by personal experience in nature and by realization of each person's responsibility and potential for higher levels of consciousness. Such warriorship involves a commitment to modeling and sharing such experience, insight, and opportunity with others.

Such sharing will merge with other efforts across the planet to create the critical mass necessary to redirect human energy in more constructive and fulfilling directions. The author offers criteria and a model for training such potential leaders that has been in operation and evolution through Outdoor Leadership Training Seminars over a period of 11 years. He also shares some of the problems and pitfalls of developing such an operation and suggests some future directions and considerations.

Method: Subjective Evaluation
Publication Type: Theses or Dissertation
Source: Personal or Professional Knowledge

Call: DAI 46/04A, p.932 Publication No.: AAC8512651
Descriptors:
Education/psychology/leadership/experiential learning/general systems theory

Author: Nadler, Reldan S. and John Luckner
Title: Processing the Adventure Experience: Theory and Practice

BEST COPY AVAILABLE

Univ.: Adventure Consultation and Therapy (ACT); Santa Barbara, CA 1992. 135 pp.
Note: Kendall Hunt Publishing Company; P.O. Box 539; 2460 Kerper Boulevard; Dubuque IA 52004-0539

Abstract: This book is a compilation of the authors' experiences, both as instructors and consultants in adventure-based programs. In recognition of the growing interest and popularity in the field and the essential role that processing plays in designing and delivering quality experiences, this book addresses the need to integrate state-of-the-art counseling theory and adventure-based programming practices. Applied psychological theory and effective educational practices are synthesized for the reader. A theory of change is presented along with strategies and techniques to be used in the field. This book is designed to be used as a resource for leaders, educators, trainers, and therapists who employ adventure-based activities and ropes course events in educational settings, mental health programs, corporate consultation and training, and inpatient and outpatient chemical dependency programs. This book is not meant to replace acquiring sound group processing and counseling skills. We caution readers to use only the techniques and strategies that are within their scope of competency, training, and comfort. This ensures that both the instructors and the students will have a quality experience.

Method: Subjective Evaluation
Publication Type: Book or Book Chapters
Source: Personal or Professional Knowledge

Call:
Descriptors: applied psychological theory/education/theory of change/ techniques/ training/leadership/group dynamic

Author: Riggins, Ronald D.
Title: Effective learning in adventure-based education: Setting directions for future research.
Univ.: Western Washington U, Recreation & Parks Program, Bellingham, WA. 1986. 1-6 pp.
Note: Journal-of-Environmental-Education; 1986 Fall Vol. 18(1)

Abstract: Discusses the educational merit of adventure-based programs. Five characteristics known to exist in both the adventure-based learning environment and the effective traditional classroom setting are identified: small learning group size; cooperative learning environment; communication of high expectations for students; building on student success; and creating an identifiable classroom culture reflecting positive, supportive values. (PsycLIT Database Copyright 1988 American Psychological Assn, all rights reserved)
KP: effectiveness of adventure based educational programs vs traditional classroom setting

Method: Subjective Evaluation
Publication Type: Scientific Journal
Source: Personal or Professional Knowledge

Call: IS: 00958964
Descriptors: educational programs/classroom environment/nontraditional-education

Author: Schreyer, Richard Daniel R. Williams and Lois Haggard
Title: Episodic versus Continued Wilderness Participation--Implications for Self-Concept Enhancement
Univ.: Dept. of Forest Resources, Utah State Univ.;Logan, UT; Dept. of Rec. and Leisure, Univ. of Utah, Salt Lake City, UT; and University of Utah, Salt Lake City UT. July 1990. 23-34 pp.
Note: source: USDA Forest Service General Technical Report RM-193; The Use of Wilderness for Personal Growth, Therapy, and Education; A.T. Easley, Joseph F. Passineau, and B.L. Driver, compilers.

Abstract: Much of the focus on the benefits of wilderness for self-concept enhancement has been in short-term, single-episode experiences. This paper suggests a need to focus more on the

benefits of long-term participation. Self-concept is a relatively stable construct that evolves gradually through time. Furthermore, people select behaviors which will allow them to express their conceptions of self-concept. Three major dynamics of self-concept expression are discussed in the context of wilderness participation: the creation of opportunity structures, the use of symbols, and the structuring of social interactions.

Method: Subjective Evaluation
Publication Type: Conference Proceedings
Source: Personal or Professional Knowledge

Call:
Descriptors: self-concept/symbols/long-term participation

Author: Stankey, George H.
Title: Beyond the Campfire's Light: Historical Roots of the Wilderness Concept
Univ.: Intermountain Research Station, USDA Forest Station, Missoula, Montana. 1989. 9-24 pp.
Note: Natural Resources Journal. vol. 29. winter 1989

Abstract: Because wilderness holds a variety of culturally imbued meanings, it is necessary to understand its cultural origins. The Judeo-Christian origins of western society generally are credited with portraying wilderness as a synonym for desolate, wild, and uninhabited lands manifesting God's displeasure. But wilderness also served an important function in Christianity as a place where one could prepare for contact with God. Such contrasting perspectives created an ambivalence that still prevails. Yet despite the ambivalence, early European and North American societies perceived wilderness as a threat. A gradual rise in scientific understanding was a major force in promoting a change in this perspective. But not until the intellectual shifts prompted by Romanticism and transcendentalism, along with an increasing scarcity of wilderness, did efforts to protect wilderness gain support.

Method: Subjective Evaluation
Publication Type: Scientific Journal
Source: Personal or Professional Knowledge

Call: Pub #212
Descriptors: cultural meanings/Judeo-Christian origins

Author: Thompson, Donna L. , & Stephen C. Bacon
Title: Outward Bound in America: Past Present and Future
Univ.: Director of Public Relations for Outward Bound in the U.S.; Vice President for Research and Program Development; Outward Bound, U.S.A. 1987. 22-27 pp.
Note: Proceedings of a Special Plenary Session at the 4th World Wilderness Congress Estes Park, CO, September 16, 1987.The Highest Use of Wilderness, Using Wilderness Experience Programs to Develop Human Potential; the International Wilderness Leadership Foundation, Inc. in cooperation with The Wilderness Research Center, Univ. of Idaho; College of Forestry, Wildlife and Range Sciences; Moscow, ID 83843

Abstract: Outward Bound originated in the United Kingdom during the 1940's and has grown into an international movement. Outward Bound began in the United States with the first Outward Bound School in Colorado in 1961. Presently it includes 6 schools, the latest Outward Bound School being a New York City Center established in 1987 as part of a worldwide network of 46 affiliated schools on 5 continents. The range of programs, curricula, and types and numbers of students in the U.S. programs are discussed, and several special programs are highlighted. The Outward Bound process has been adapted to meet the needs of special populations such as alcoholics, troubled youth and inner-city children. Outward Bound is a values-centered organization with programs still evolving and possible future directions including increased involvement with mainstream education, further refinements in

Outward Bound's wilderness therapy paradigm, and the movement into corporate education.

Method: Subjective Evaluation
Publication Type: Conference Proceedings
Source: Personal or Professional Knowledge

Call:
Descriptors: Outward Bound/special populations/wilderness therapy/corporate education

Author: Vest, Jay Hansford Charles
Title: Wilderness And Environmental Ethics: A Philosophy Of Wilderness Praxis (Native American, Romanticism)
Univ.: University Of Montana (0136) Degree: PH.D. 1987. 288 pp.
Note: Downloaded from Dissertation Abstracts

Abstract: Contemporary Wilderness scholarship has emphasized the anthropocentric utility of wilderness and largely ignored its moral significance. I argue for an environmental ethic grounded in ecological egalitarianism where the central maxim is moral attentiveness in upholding the inherent value of the wilderness itself. Mytho-poetically, wilderness expresses itself as "will-of-the-land;" it is therefore the place of absolute inherent value. Primal societies, particularly Indo-European and Native American in this study, have affirmed this "will-of-the-land" in religious devotion. Romanticism has further acknowledged the inherent worth of wilderness through aesthetic participation. The ethos born of these world views and value traditions collectively affirm a moral attentiveness in our contemporary efforts at wilderness preservation. Conceptually, wilderness preservation has suffered from anthropocentric dominion; however, in explicating the philosophical significance of wilderness solitude, I conclude that it is religious rapture in aesthetic participation that is a confirmation of the "will-of-the-land" and wild Nature's natural integrity which are intended in contemporary wilderness legislation. Thus, a wilderness praxis may be surmised to include discovery, respect, and preservation of the inherent value of wildness and wilderness. This maxim of ecological egalitarianism is facilitated through attentive participation respecting the aesthetic integrity of the land.

Method: Subjective Evaluation
Publication Type: Theses or Dissertation
Source: Personal or Professional Knowledge

Call: DAI 48/06A, p.1470 Publication No.: AAC8720734
Descriptors: Wilderness philosophy/environmental ethics/moral/solitude/preservation/inherent value

Author: Watson, Alan E.
Title: The Evolving Relationship Between Wilderness and the American People
Univ.: Intermountain Research Station, Forest Service, U.S. Department of Agriculture, Missoula, Montana. ? 23-28 pp.
Note: Published in Trends 26: (3) 23-28.

Abstract: The term "wilderness" creates many different images in the minds of the American people. At the time of early exploration of what is now the U.S., some people came to the frontier largely due to the desire to experience the unbounded freedom and accompanying risks of the wilderness. The industrialization of our society put such pressures on our wildlands that by the early 20th century those who sought the excitement and danger of wilderness were experiencing some difficulty finding it. One response to this dire situation was the passage of the Wilderness Act (1964) which "created" 9.1 million acres of wilderness, spread across 54 areas, all administered by the U.S. Forest Service. The role of wilderness management has obviously been assigned to additional agencies in legislation passed since 1964. Wilderness is now managed by the National Park Service, Bureau of Land Management and the Fish and Wildlife Service, as well as the Forest Service. The questions of: "Wilderness for how many?" and "Wilderness for whom?" must be discussed

in the context of the future, and the implications of our present-day and evolving relationship with this wildland resource.

Method: Subjective Evaluation
Publication Type: Published Report or Monograph
Source: Personal or Professional Knowledge

Call:
Descriptors: attitudes/history/Wilderness Act

Author: Whittaker, Tom
Title: Pathways to Understanding
Univ.: Cooperative Wilderness Handicapped Outdoor Group, Pocatello, ID. July 1990. 182-187 pp.
Note: source: USDA Forest Service General Technical Report RM-193; The Use of Wilderness for Personal Growth, Therapy, and Education; A.T. Easley, Joseph F. Passineau, and B.L. Driver, compilers.

Abstract: The majority of disabled people in North America are limited in their opportunities to achieve a meaningful place in the economic and social fabric of society. This is the result of attitudes held by both able-bodied and disabled segments of the community. These attitudes stem from an identity crisis, lack of education, and/or misguided attempts to help. The role of recreation in the rehabilitation process is examined with special reference to "situational groupings" that largely use the outdoors as a medium to build self-esteem within the disabled and create feelings of admiration and acceptance within a community.

Method: Subjective Evaluation
Publication Type: Conference Proceedings
Source: Personal or Professional Knowledge

Call:
Descriptors: disabled people/societal attitudes/role of recreation in rehabilitation/self-esteem/ community

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Evaluation of Research or Knowledge
- 14 entries

Author: Burton, Leslie Mark
Title: A Critical Analysis And Review Of The Research On Outward Bound And Related Programs
Univ.: Rutgers The State University Of New Jersey, G.S.A.P.P. (0542) Degree: PSYD 1981. 207 pp.
Note: Downloaded from Dissertation Abstracts

Abstract: The first Outward Bound School was established at Aberdovey, Wales in 1941. The purpose of the school was to train merchant seamen to withstand the rigors of wartime life. The school was successful and other schools were started on an international basis. There are now twenty-seven international schools with seven in the United States. It is estimated that there are over 300 similar wilderness programs for such varied populations as juvenile delinquents, psychiatric inpatients and outpatients, corporate managers, and educators. There are numerous anecdotal accounts which support the positive impact of Outward Bound-type programs. It is the purpose of this dissertation to review the empirical research of Outward Bound-type programs, integrate the findings and draw conclusions about the positive and negative effects. Consistent patterns or correlations in the outcomes are also examined, and directions for future research are presented. Seventy-three studies are examined with regard to the effects of Outward Bound-type programs. Each of these studies is reviewed and the following information is recorded: author, citation, research question, type of course, research subjects, research instruments, statistical analysis, outcome variables, findings and general comments. Studies are also categorized as methodologically adequate or inadequate. The results are then tabulated according to total results, outcome variables, research instruments, type of course, research design and follow-up. In general, the results indicate that Outward Bound-type programs do have a positive impact upon self-perceptions such as self-concept, locus of control, self-assertion and personality, but this impact is less significant among those studies selected as methodologically adequate. Actual behavior such as grade-point-average, observed behavior, school functioning and absenteeism does not undergo much significant change as a result of Outward Bound-type programs. One notable exception is recidivism, which is markedly reduced in the methodologically select studies. Most of the studies reviewed can be classified as global outcome studies, with few comparing specific program characteristics, such as type of course and activities, with the results. This is the area or research on Outward Bound which is most lacking, as there is little known as to the type of activities, group size, or instruction which may enhance the effectiveness of Outward Bound-type programs. The conclusion is made that more global outcome studies are not necessary. What is needed, is more information on how Outward Bound-type programs can be made more efficient and effective by systematically examining each of the components that make up an Outward Bound course.

Method: Evaluation of Research or Knowledge
Publication Type: Theses or Dissertation
Source: Literature Surveys

Call: DAI 42/04B, p.1581 Publication No.: AAC8122147
Descriptors: Outward Bound/research

Author: Driver, B. L. Roderick Nash, and Glenn Haas
Title: Wilderness Benefits: A State-of-Knowledge Review
Univ.: 1985. 294-319 pp.
Note: Proceedings--National Wilderness Research Conference: Issues, State-of-Knowledge, Future Directions, Ft. Collins, Co., July 23-26. Compiler: Robert C. Lucas, Project Leader, Intermountain Research Station, Forest Service, U.S. Dept. of Agriculture. Gen. Tech. Rep. INT-220.

Abstract: Describes need for more objective information on wilderness benefits, especially as a base for formulating a sounder wilderness philosophy. Drawing on knowledge from the scientific and nonscientific literature on wilderness benefits, a taxonomy is presented that classifies benefits as personal, social, and intrinsic. Knowledge about each class and subclass within the taxonomy is considered. It is emphasized that most knowledge about benefits is based on introspective appraisals of benefits inferred from human preference studies. Closes with a discussion of which of the benefits are most, and which are least, central to development of a sounder wilderness philosophy.

Method: Evaluation of Research or Knowledge
Publication Type: Conference Proceedings
Source: Literature Surveys

Call:
Descriptors: benefits/wilderness philosophy/introspective appraisals/human preference studies

Author: Ewert, Alan
Title: Outdoor Adventure and Self-Concept
Univ.: College of Human Development and Performance, Dept. of Recreation and Park Management, Center of Leisure Studies, Univ. of Oregon; Eugene, OR 97403.
Note:

Abstract: This document provides a concise analysis of the research done up to 1982 on outdoor adventure programs such as Outward Bound. The research analysis is divided into ten sections including: an Introduction, self-concept: an historical perspective, self-concept and academic achievement, survival training and self-concept, self-concept and the outdoor wilderness experience, educational program utilizing outdoor adventure activities, Outward Bound and self-concept, additional studies, and concluding remarks concerning these research efforts. Approximately fifty studies are described with respect to methodology, purpose, results, and importance. The cited studies are arranged in chronological order and by subject matter. The publication concludes with a synopsis of the effectiveness and validity of the research efforts made up to 1982 in the field of outdoor adventure education.

Method: Evaluation of Research or Knowledge
Publication Type: Report or Unpublished Paper
Source: Literature Surveys

Call:
Descriptors: Outdoor education/Outward Bound/outdoor adventure education/self-concept/ program evaluation/research review

Author: Gillis, H. Lee
Title: Adventure, Wilderness, Outward Bound, Therapeutic Camping, Experiential Learning, Ropes Courses and Games.
Univ.: ? 1984. 32 pp.
Note: Reference material/bibliography

Abstract: Focusing on the therapeutic aspects of camping experiences for delinquent and psychologically disturbed youth , this 382-item bibliography lists books. journal articles, theses, dissertations, and unpublished reports written from 1928 to 1983 on adventure education, wilderness experience, Outward Bound, therapeutic camping, experiential learning, ropes courses, and games. Arranged alphabetically by author in a single listing, each citation provides the author's name, title, date and place of publication and pagination. (NEC)

Method: Evaluation of Research or Knowledge
Publication Type: Published Report or Monograph
Source: Literature Surveys

Call: ERIC ED267935; ERIC Issue RIEAUG86
Descriptors: bibliography/therapeutic camping/delinquent and psychologically disturbed youth

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Author: Gillis, H. Lee
Title: Adventure-Based Counseling Bibliography
Univ.: 1985. 5 pp.
Note:

Abstract: Books, journals articles and dissertations are included in this bibliography of 47 references related to adventure-based counseling. Titles refer to the therapeutic uses of various outdoor activities and include mention of wilderness camps, family camps, recreational and initiative games, wilderness solitude, canoeing, wilderness survival, and Outward Bound. Topics include interpersonal trust, stress, group cohesiveness, child development, human relations, wellness, and group dynamics. Specific populations in citation titles are camp counselors, families, adults, fifth and sixth grade students, women, small groups, couples, handicapped individuals, and institutionalized children. Full citations are arranged alphabetically by author without annotation. The majority of publication dates are from 1980-1983.

Method: Evaluation of Research or Knowledge
Publication Type: Published Report or Monograph
Source: Literature Surveys

Call: IS: RIEJAN86
Descriptors: counseling techniques/group activities/personal development/psychology/group dynamics/therapeutic recreation

Author: Gillis, H. L.
Title: Therapeutic Uses of Adventure-Challenge-Outdoor-Wilderness: Theory and Research
Univ.: 1992. 15 pp.
Note: Information Analyses-State of the Art

Abstract: This paper presents a critical review of literature concerning research with diagnosed populations who participated in outdoor learning experiences as part of psychiatric therapy. The paper proposes: 1) to clarify the definition of the psychotherapy related to adventure programs; 2) to develop specific training manuals that can be shared and tested using quantitative and qualitative methods; 3) to address issues related to teaching traditionally-trained psychotherapists to become experientially based outdoor leaders and professionals; 4) to make research accessible through development of a database of theoretical information; and 5) to share what outdoor therapists do with traditional therapists through traditional psychotherapy journals and at regional and national conferences. Through research and practice, adventure therapy will realize integrity, credibility, and reliability in the field of psychotherapy. This paper includes a list of research conducted with different diagnostic populations since 1980.

Method: Evaluation of Research or Knowledge
Publication Type: Published Report or Monograph
Source: Literature Surveys

Call: ERIC No. ED352227, ERIC Issue RIEAPR93
Descriptors: psychotherapy/adventure education/theory practice relationship/literature review

Author: Hollenhorst, Steve; Frank, Ernest III and Alan Watson
Title: The Capacity To Be Alone: Wilderness Solitude and Growth of the Self
Univ.: Division of Forestry; West Virginia Univ.; P.O. 6125; Morgantown, WV (first 2 authors); and Wilderness Management Unit; Intermountain Research Station; P.O. Box 8090; Missoula, MT. 1993. 234-239 pp.
Note: Paper given at a symposium during the 5th World Wilderness Congress, Tromso, Norway, September 1993.

Abstract: Wilderness is often justified by the exceptional opportunity it provides modern humans to experience solitude. Solitude is generally defined in the philosophical literature

as the capacity to cope positively with time spent alone. While loneliness is one of the most powerful of human fears, optimal experience occurs when a person is able to control attention and find personal reward when alone, in the absence of external goals, stimulation and feedback. To be alone but not lonely; to view isolation as an opportunity for personal growth and development, is the mark of self-realization and self-discovery. In this paper, we explore, through literature review and survey research, the meaning and structure of solitude as a benefit of the wilderness experience. The findings suggest the capacity to realize positive benefit from wilderness solitude is hierarchical in structure; from physical renewal at the lower end to self-discovery and self-realization at the highest levels. This capacity for personal growth appears to be positively related to wilderness involvement and commitment. A weak or nonexistent relationship existed between the level of wilderness solitude benefit achieved and the physical/social characteristics of the setting. Paradoxically, although wilderness solitude was positively perceived and highly valued, people rarely go alone into wilderness. While a partial explanation can be found in concern for personal safety, evidence also suggests fear of loneliness, along with the overwhelming importance placed on developing intimate relationships at the expense of the need to be alone. Management implications will also be discussed.

Method: Evaluation of Research or Knowledge
Publication Type: Conference Proceedings
Source: Literature Surveys

Call:
Descriptors: loneliness/human relationship/self-realization/literature review/survey research/ solitude

Author: Kaplan, -Rachel; Kaplan, -Stephen
Title: The experience of nature: A psychological perspective.
Univ.: Univ. of Michigan, MI. Sponsor: Bloedel Foundation, Bainbridge Island, WA, US; US Forest Service. 1989. 340 pp.
Note: Cambridge University Press; New York, NY, US; xii, 340 pp.

Abstract: From the introduction: This book is about the natural environment, about people, and about the relationship between them.... There are three major sections to the book. The last of these, part III, provides a synthesis of what came before. In it we develop the concept of a restorative environment--an environment in which the recovery of mental energies and effectiveness is enhanced. The examination of factors that make it restorative draws on the issues of preferences, satisfactions, and fascinations, the foci of the first two sections. The first major section of the book, part I, is devoted to research on the perception of and preference for natural settings. Given a species that is strongly oriented to visual and spatial information, and is quick to have feelings about things, what role does nature play? Part II deals with research on the satisfaction and benefits people derive from contact with natural environments.

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Method: Evaluation of Research or Knowledge
Publication Type: Books or Book Chapters
Source: Combination

Call: IS: 0-521-34139-6 (hardcover); 0-521-34939-2 (paperback)
Descriptors: adjustment/environmental psychology/adaptation/attitudes/mental health/environmental effects

Author: Kennedy, Dan W.
Title: Leisure and Mental Illness
Univ.: Penn. state Univ.; State College, Penn. 1986. S-53-59 pp.
Note: In A Literature Review Appendix to the Report to the President's Commission on Americans Outdoors. Washington, DC: US Government Printing Office.

Abstract: For centuries a variety of therapeutic activities have been used for restoring health to those individuals who were psychologically ill. This paper, in part, looks at selected empirical studies which seem to support the hypothesis that an array of activities and programs have positive effects for individuals who are emotionally disturbed and mentally ill in our society. For the most part, therapeutic outdoor programs and outdoor related physical fitness activities are the focus of this paper. Outdoor programs may range from a half day outing to a year round operation. The activities of camping and survival training programs such as Outward Bound and other wilderness programs include such activities as backpacking, mountaineering, rock climbing, canoeing, and such traditional summer camp activities as softball and swimming, among others. Fitness activities include jogging, cycling, and organized exercise programs.

Method: Evaluation of Research or Knowledge
Publication Type: Published Report or Monograph
Source: Literature Surveys

Call:
Descriptors: therapeutic outdoor programs/emotionally disturbed/mentally ill/Outward Bound/wilderness programs/summer camps/fitness

Author: Levitt, Lynn
Title: Therapeutic Value of Wilderness
Univ.: New York Institute of Technology, School of Humanities, Old Westbury, NY. 1988. 156-168 pp.
Note: Wilderness Benchmark 1988: Proceedings of the National Wilderness Colloquium, Tampa Florida, January 13-14; U.S. Dept. of Agriculture, Forest Service, Southeastern Forest Experiment Station, Gen. Tec. Report SE-51.

Abstract: During the past fifty years, there has been growing recognition of the therapeutic value of wilderness for individuals with psychological, social, and physiological disorders. Camping in wilderness or wilderness-like settings has resulted in personal, social, emotional, cognitive, and psychomotor benefits for participants. These individual benefits in turn may lead to societal and economic benefits. Issues and recommendations include; improved experimental research designs, program planning, expansion of and more government support for such programs, and networking among rehabilitative personnel and wilderness managers.

Method: Evaluation of Research or Knowledge
Publication Type: Conference Proceedings
Source: Literature Surveys

Call:
Descriptors: societal and economic benefits/individual benefits/government support/networking/therapeutic value

Author: Stankey, George and Richard Schreyer
Title: Attitudes Toward Wilderness and Factors Affecting Visitor Behavior: A State-of-Knowledge Review

Univ.: 1985. 246-283 pp.
Note: Proceedings--National Wilderness Research Conference: Issues, State-of-Knowledge, Future Directions, Ft. Collins, Co., July 23-26. Compiler: Robert C. Lucas, Project Leader, Intermountain Research Station, Forest Service, U.S. Dept. of Agriculture. Gen. Tech. Rep. INT-220.

Abstract: An understanding of user attitudes is essential to effective wilderness management. This review outlines historical and current societal and individual attitudes toward wilderness, reasons for participating in wilderness, factors affecting wilderness behavior (including attitudes toward management, crowding, and conflict), and how information and education affect behavior. Visitors usually have distinct attitudes, though they vary considerably, and desire a role in the management process. Their views are increasingly important in the decision-making process. Research has a vital role in validating visitor input and presenting results to management in a timely and useful manner.

Method: Evaluation of Research or Knowledge
Publication Type: Conference Proceedings
Source: Literature Surveys

Call:
Descriptors: wilderness education/attitudes/motives for participation/wilderness experience

Author: Vogl, Robert L. and Sonia Vogl
Title: The Effectiveness of Wilderness Education: A Review and Evaluation
Univ.: Northern Illinois University, Lorado Taft Field Campus, Oregon, IL. July 1990. 157-164 pp.
Note: source: USDA Forest Service General Technical Report RM-193; The Use of Wilderness for Personal Growth, Therapy, and Education; A.T. Easley, Joseph F. Passineau, and B.L. Driver, compilers.

Abstract: Wilderness education programs hold as goals love of self, others, and the environment. Based on these goals, it seems appropriate that wilderness programs attempt to develop a wilderness ethic, a land ethic, and a philosophy of life. Twenty-four dissertations dealing with wilderness education programs were reviewed for the effect of such programs on participants. Over 60% of the studies indicated that the programs had a positive impact on participants primarily in the areas of self-concept and improved social relations. Little was done regarding wilderness ethics, philosophy of life, or environmental attitudes.

Method: Evaluation of Research or Knowledge
Publication Type: Conference Proceedings
Source: Literature Surveys

Call:
Descriptors: wilderness education/self-concept/social relations/land ethic/philosophy

Author: Williams, Daniel R.
Title: Psychological Perspectives on the Environment-Experience Relationship: Implications for Recreation Resource Management
Univ.: Dept. of Recreation and Leisure, Univ. of Utah; Salt lake City, Utah 1986. M-17-31. pp.
Note: In A Literature Review Appendix to the Report to the President's Commission on Americans Outdoors. Washington, DC: US Government Printing Office.

Abstract: Over the past 15 years recreation researchers have attempted to understand the links between settings and psychological experiences from a motivational framework (Driver & Brown, 1983; See also Tinsley's 1986 review paper for the President's Commission on American Outdoors). The prevailing view of recreation participation has been that the person selects a given behavior (activity) in a specific environment to attain desired psychological benefits. In essence the person is motivated to approach a setting to gain psychological rewards (Schreyer, Knopf, & Williams, 1985). Research

has focused on measurement and the search for links between the goal orientations of recreationists and recreation settings or their attributes (Haas, 1979; Manfredo, Driver, & Brown, 1983; Williams & Knopf, 1985). In recent years some have voiced concerns with the motivational approach to studying recreation experience (Mannell, 1980) and the link between the recreation resource and the experience derived by the recreationist (Schreyer, et al., 1985); Knopf, et al., 1983). Psychological research points out that the affective, emotional, or the feeling tone of experience is partially based on active cognitive processes that involve interpretation of stimulation from the environment (Leff, 1978). With this in mind, Leff (1978) suggests that we may be able to exercise some control over the quality of experience in part by consciously controlling how we process information and what we choose to attend to in the environment. The more researchers understand the interrelations between the way people perceive and process information from the environment and the nature of human experience, the more freedom participants and managers will have to provide opportunities for the kinds of experiences most highly valued. Thus, the goal of this paper is to review the emerging literature from environmental psychology to identify and evaluate research that examines the role of the physical and social setting in shaping human experience. In addition, I hope to suggest ways such research may be applied to recreation resource management.

Method: Evaluation of Research or Knowledge
Publication Type: Published Report or Monograph
Source: Literature Surveys

Call:
Descriptors: motives/psychological experiences/benefits/research

Author: Williams, Daniel R. , Lois M. Haggard and Richard Schreyer
Title: The Role of Wilderness in Human Development
Univ.: Assistant Professor, Dept. of Rec. and Leisure; Doctoral Candidate, Dept. of Psychology, Univ. of Utah; and Professor, Dept. of Forest Resources, Utah State University.
1988. 169-180 pp.
Note: Wilderness Benchmark 1988: Proceedings of the National Wilderness Colloquium, Tampa Florida, January 13-14; U.S. Dept. of Agriculture, Forest Service, Southeastern Forest Experiment Station, Gen. Tec. Report SE-51.

Abstract: Wilderness is a place where people may develop their sense of competence through meeting the challenges of nature, but it is also much more. The wilderness is a fundamental symbol of our national heritage, our biological and evolutionary heritage as members of a natural ecosystem, and personal identities that may be affirmed by its mere existence, in addition to the challenges posed by facing it. In this paper, we characterize the human development functions of wilderness as the result of individuals actively seeking self-definition. Because the wilderness is a rich and potent source of personal, national/cultural and biological identity information, it plays a significant and valuable role in self-definition on all three levels of human functioning.

Method: Evaluation of Research or Knowledge
Publication Type: Conference Proceedings
Source: Literature Surveys

Call:
Descriptors: wilderness as biological and evolutionary heritage/cultural and personal identity/self-definition

Proposed Model or Explanation
- 15 entries

Author: Arnould, Eric J.; Price, Linda L.
Title: River magic: Extraordinary experience and the extended service encounter.
Univ.: California State Univ., School of Business, Long Beach, CA. 1993. 24-45 pp.
Note: Journal-of-Consumer-Research; 1993 Jun Vol. 20(1)

Abstract: Explored the provision of extraordinary hedonic experiences on commercial, multiday river rafting trips in the Colorado River basin. Multiple methods were used over 2 yrs of data collection to articulate the lived meaning of this experience from both the guides' and the consumers' perspectives. Quantitative measures were developed from qualitative data. Participant observation and interview data enriched the interpretation of quantitative results. Experiential themes of personal growth and renewal, "communitas," and harmony with nature were evidenced across all the data and were significant in explaining overall satisfaction. There was a complex relationship between client expectations and satisfaction. The narrative of the rafting experience, rather than relationships between expectations and outcomes, was central to the evaluation. (PsycLIT Database Copyright 1993 American Psychological Assn, all rights reserved)

Method: Proposed Model or Explanation
Publication Type: Scientific Journal
Source: Combination

Call: IS: 00935301
Descriptors: consumer attitudes/hedonism/adulthood/recreation

Author: Bachert, Delmar W.
Title: Wilderness Education: A Holistic Model
Univ.: Leisure Studies, Appalachian State University, Boone, NC.. July 1990. 165-167 pp.

Note: source: USDA Forest Service General Technical Report RM-193; The Use of Wilderness for Personal Growth, Therapy, and Education; A.T. Easley, Joseph F. Passineau, and B.L. Driver, compilers.

Abstract: The purpose of this presentation is to share a comprehensive definition of wilderness education. In addition, the author suggests a holistic model for wilderness education, the Wilderness Education Matrix. Suggestions for the application of both the definition and the model to wilderness management as alternatives to regulation are offered.

Method: Proposed Model or Explanation
Publication Type: Conference Proceedings
Source: Literature Surveys

Call:
Descriptors: wilderness education/alternatives to regulation

Author: McDonald, Barbara, Richard Guldin and G. Richard Wetherhill
Title: The Spirit in the Wilderness: The Use and Opportunity of Wilderness Experience for Spiritual Growth
Univ.: Outdoor Rec. Planner, Institute of Behavioral Research, University of Georgia, Athens, GA; Assessment Coordinator, Resources Program and Assessment Staff, U.S.D.A. Forest Service, Washington, D.C.; and Management Analyst, Office of Management Planning and Analysis, U.S.D.A. Forest Service, Washington D.C. 1988. 193-207 pp.
Note: Wilderness Benchmark 1988: Proceedings of the National Wilderness Colloquium, Tampa Florida, January 13-14; U.S. Dept. of Agriculture, Forest Service, Southeaster Forest Experiment Station, Gen. Tec. Report SE-51.

Abstract: Spiritual growth as a motivation for or value of wilderness has not been widely researched. A paradigm does not currently exist to examine the appropriateness of an area for such growth. We examine wilderness

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experience in four categories: sacred places and things, cultural heritage, organized groups, and individual experiences. The value of spiritual growth is presented in expanding spheres of community benefits, indicating personal and social value, and possibly biocentric value. Management challenges are presented. We conclude that while spiritual growth is subjective, there are indications that management guidelines could be developed to enhance the opportunity for spiritual growth.

Method: Proposed Model or Explanation
Publication Type: Conference Proceedings
Source: Literature Surveys

Call:
Descriptors: spiritual growth/sacred places and things/cultural heritage/groups/individual experiences/community/management guidelines

Author: Potter, Tom G.
Title: Large Group Weekend Outdoor Experiences: Finding Meaning - Nurturing Growth
Univ.: In: Hanna, Glenda M., Ed. Celebrating Our Tradition Charting Our Future: Proceedings of the International Conference of the Association for Experiential Education (20th, Banff, Alberta, Canada, Oct. 8-11, 1992). 1992. 9 pp.
Note: Descriptive reports

Abstract: This report discusses key components of the Wilderness Personal Growth Model that was designed to help practitioners attain maximum benefits through short-term wilderness programs accommodating large groups of students. The first component involves the successful transition of the students from their known and accepted everyday-life reality to the foreign reality of wilderness living. It is the unpredictability and loss of convenience and control that forms new physical and subsequently emotional and social realities for students. The use of reflection encourages students to think about their physical, emotional, and spiritual journeys and thus derive greater meaning and personal growth from their experiences. Appropriate self-disclosure can heighten the reflective process and allow individuals to see others' true identities. Another important component is the mutuality model that emphasizes a do-look-learn method of teaching. This model allows students to take an active part in their learning and thus enhances the students' sense of ownership and meaning. The use of mini-solos of 45 to 60 minutes of quiet self-time can offer the most powerful form of private reflection. Cooperative and initiative task games help to accelerate the interpersonal trust, respect, cooperation, and social cohesion that is often experienced during longer outdoor trips. Weekend outdoor experiences can achieve the growth potential of longer wilderness trips.

Method: Proposed Model or Explanation
Publication Type: Conference Proceedings
Source: Personal or Professional knowledge

Call: ERIC ED353113; ERIC Issue RIEMAY93
Descriptors: experiential learning/individual development/self disclosure/self concept

Author: Priest, S.
Title: Redefining Outdoor Education: A matter of many relationships.
Univ.: Univ. Oregon, Eugene, OR 97403. 1986. 13-15 pp.
Note: Journal article: J. Environmental Educ.; vol. 17, no. 3.

Abstract: A new definition of outdoor education founded upon six major points is presented. Outdoor education: (1) is a method for learning; (2) is experiential; (3) takes place primarily in the outdoors; (4) requires use of all senses and domains; (5) is based upon interdisciplinary curriculum matter; and (6) is a matter of relationships involving people and natural resources. The metaphorical model of a tree describes two approaches to outdoor education. adventure education relates to interpersonal and intrapersonal relationships. Environmental education concentrates on ecosystemic and ekistic relationships. The

author maintains that both approaches, properly integrated, achieve objectives for all four relationships, and, in the process, create a truly functional outdoor education experience.

Method: Proposed Model or Explanation
Publication Type: Scientific Journal
Source: Personal or Professional Knowledge

Call:
Descriptors: experiential education/interdisciplinary curriculum/outdoor education/ environmental education

Author: Raiola, Edward Otis
Title: Outdoor Wilderness Education - A Leadership Curriculum
Univ.: The Union For Experimenting Colleges And Universities (0557) Degree: PH.D. 1986. 124 pp.
Note: Downloaded from Dissertation Abstracts

Abstract: This study uses an interdisciplinary approach to establish, test and to evaluate a curriculum for outdoor leadership education that is not specific in geographic suitability and is applicable to land- or water-based programs. A panel of five experts and a group of seven students rated a list of thirty objectives for their importance in guiding such a curriculum. Whenever an objective received a rating of 80 percent or above the objective was judged to be fundamental. In addition the Mann-Whitney U-Test was used to determine if there were significant differences in the distribution of scores between panel members and the students on the set of objectives. The elements for both experts and students were: Leadership Style, Judgment/Subjective - Objective, Trip Planning, Environmental Issues, Instructional Principles, Navigation, Group Dynamics, and Nutrition. Preferences for teaching specific objectives were directly related to applicability of each topic to the environment. Field experiences were considered essential.

A pilot test and evaluation of the curriculum based on the questionnaire results and review of literature was conducted to determine to what extent these educational objectives were actually achieved by the program of instruction. Analysis of data from a pre- and post-course, competency-based questionnaire, a student designed ranking-narrative tool, the Unity College Faculty and Course Evaluation form, and investigator observations showed that students had increased their levels of skill, competence and knowledge related to the curriculum objectives after the completion of the course of instruction.

Method: Proposed Model or Explanation; Internal Comparison
Publication Type: Theses or Dissertation
Source: Questionnaire or Interview Surveys

Call: DAI 47/08A, p.2875 Publication No.: AAC8626776
Descriptors: Education/leadership

Author: Raiola, Edward O.
Title: Outdoor Wilderness Education--A Leadership Curriculum
Univ.: Outdoor Recreation Department, Unity College, Unity, ME. July 1990. 168-171 pp.
Note: source: USDA Forest Service General Technical Report RM-193; The Use of Wilderness for Personal Growth, Therapy, and Education; A.T. Easley, Joseph F. Passineau, and B.L. Driver, compilers.

Abstract: This study used an interdisciplinary approach to establish, test and evaluate a curriculum for outdoor leadership education that is not specific in geographic suitability and is applicable to land- or water-based programs. A pilot test and evaluation of the curriculum based on the questionnaire results and review of literature was conducted to determine to what extent these educational objectives were actually achieved by the program of instruction. Analysis of data from a pre- and post-course, competency-based questionnaire, a student designed ranking-narrative tool, the Unity College Faculty and Course Evaluation form, and investigator observations showed that students had increased their levels of skill,

competence, and knowledge related to the curriculum objectives after the completion of the course of instruction.

Method: Proposed Model or Explanation
Publication Type: Conference Proceedings
Source: Questionnaire or Interview Surveys

Call:
Descriptors: interdisciplinary curriculum/competency/leadership education

Author: Reser, Joseph P. and Lea M. Scherly
Title: Clear and Unambiguous Feedback: A Transactional and Motivational Analysis of Environmental Challenge and Self-Encounter
Univ.: Dept. of Behavioral Sciences, James Cook Univ., North Queensland. 1988. 269-286 pp.
Note: Journal of Environmental Psychology, Vol. 8.

Abstract: This paper argues that a transactional and motivational common denominator underlying a variety of heretofore unsatisfactorily explained behaviors (e.g. running, mountain climbing, endurance activities, wilderness trekking) relates to the nature and quality of response-generated information received from one's external and internal environment while engaged in such activities. This view constitutes a theoretical synthesis of notions such as knowledge of results, competence motivation, sensation-seeking, flow and intrinsic motivation. What distinguishes this feedback is that it is clear and unambiguous, and self relevant: for these reasons, and in contrast to other kinds of environmental feedback, it is uniquely informative and valuable, particularly about self and setting transaction. It is argued that particular environments and certain activities can facilitate such clear and meaningful feedback. The implications of this alternative conceptualization of the motivational and leisure activity literature are discussed with respect to the potential benefits of structured experience programs in wilderness settings.

Method: Proposed Model or Explanation
Publication Type: Scientific Journal
Source: Personal or Professional Knowledge

Call:
Descriptors: transactional and motivational analysis/feedback

Author: Roland, Christopher C.
Title: An Experiential Learning Model
Univ.: 1992.
Note: Dissertation, entitled The Transfer of An Outdoor Managerial Training Program to the Work Place, reprinted in part in Frontload, a Periodic Review of Experiential Strategies, Issues and Research; April 1992; Vol. 1, Number 2. Published by Roland & Associates, Inc., 67 Emerald St., Keene, NH 03431.

Abstract: Includes the development of an experiential model that was synthesized from previous research and writing. The experiential learning model is based on the theories of Kolb (1975), Miles (1972), Dewey (1938) and Foshay (1972). It is a synthesis of several theoretical positions and continues to be hypothetical in purpose. Therefore, it is subject to continual testing and verification. Operationally, this model begins with an experiential (indoors and outdoors) program. For this example, the programs (with follow-up) was designed around problem solving and creativity goals. There are nine essential steps; an initial five steps that are associated with the actual experiential program, and four remaining steps that are associated with the return to the work place and follow-up.

Method: Proposed Model or Explanation
Publication Type: Theses or Dissertation
Source: Literature Surveys

Call:
Descriptors: experiential learning model/theory/professional training/outdoor-based programs

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Author: Scherl, Lea M.
Title: Self in Wilderness: Understanding the Psychological Benefits of Individual-Wilderness Interaction Through Self-Control.
Univ.: James Cook Univ. of North Queensland 1989. 123-135 pp.
Note: Journal of Leisure Sciences, Vol. 11.

Abstract: In Australia people are increasingly spending more leisure time in wilderness settings and are willing to participate in guided wilderness adventures. It has been suggested that the wilderness environment is therapeutic, and psychological studies have attempted to demonstrate that meaningful changes take place within the individual as a consequence of being in that setting. It is suggested that an alternative concept, self-control, better characterizes individual-wilderness relationships. Moreover, it is argued that the opportunity in wilderness for individuals to exert self-control is psychologically rewarding. Properties of the wilderness setting that can facilitate self-control are also discussed. This report provides a conceptual consideration of individual-wilderness interactions that looks closely at the notion of perceived control.

Method: Proposed Model or Explanation
Publication Type: Scientific Journal
Source: Literature Surveys

Call:
Descriptors: Australia/self control/psychological benefits/interactions perspective/wilderness experience

Author: Scherl, Lea M.
Title: The Wilderness Experience: A Psychological Evaluation of Its Component and Dynamics
Univ.: Behavioral Sciences Dept., James Cook University of North Queensland, North Queensland, Australia. July 1990. 11-22 pp.
Note: source: USDA Forest Service General Technical Report RM-193; The Use of Wilderness for Personal Growth, Therapy, and Education; A.T. Easley, Joseph F. Passineau, and B.L. Driver, compilers.

Abstract: This paper presents a proposed taxonomy of the different experiential domains of a wilderness experience and discusses the process of a structured wilderness experience. The taxonomy was derived from, and validated against, participants' own reports and appraisals of their experience while on Australian Adult Outward Bound programs. The methods of generating and analyzing "meaning-based" data are mentioned. The process of the experience is elucidated by looking at how participants' perceptions of the different domains change during the program. Relationships among these experiential domains are also explored.

Method: Proposed Model or Explanation
Publication Type: Conference Proceedings
Source: Participant Generated data

Call:
Descriptors: Research methods/wilderness experience/Outward Bound/meaning-based data

Author: Smith, Kemper D. III
Title: Beyond Wilderness Skills: Education for Individual and Group Development
Univ.: Paper presented at the Annual American College Personnel Association Conference (Baltimore, MD, April, 1984). 1984. 20 pp.
Note: teaching guides

Abstract: In recent years, an increasing number of educators have opted for non-traditional programs that afford student opportunities that traditional classroom experiences do not. Many educators are utilizing the wilderness environment as a means of providing students and staffs with an experientially-based developmental program. Activities such as rock climbing, rappelling, backpacking, and whitewater rafting serve as the teaching medium to promote personal development and increase students' understanding and application of group process skills. The purpose of this paper is to provide a comprehensive explanation (grounded in educational theory) of why and how to

develop a wilderness program as a part of staff and student development activities. Stetson University's program, "The Staff Wilderness Adventure Trip," is used as a case example and describes how the Department of Residential Life's upper level staff (14 persons) participates in a fall, 5-day staff adventure trip to the north Georgia mountains and South Carolina's Chattooga challenge/response; a synopsis of the activity schedule; a list of activities in which participants were involved; general and specific objectives for the planned activities; and evaluation responses from residential life staff members who participated in the staff wilderness adventure program.

Method: Proposed Model or Explanation
Publication Type: Published Report or Monograph
Source: Personal or Professional Knowledge

Call: ERIC ED252368; ERIC Issue RIEMAY85
Descriptors: non-traditional programs/developmental program/group process skills/objectives/ evaluations/staff programs

Author: Swan, James A.
Title: The Psychological Significance of the Wilderness Experience
Univ.: free-lance writer, recently on faculty of Univ. of Or., currently with Cosmic Androgyny enterprises, Inc., Seattle, WA. 1977-78. 4-7 pp.
Note: The Journal of Environmental Education, Vol. 8.

Abstract: This article provides an alternative theoretical perspective to more traditional views, and introduces the concept of "wilderness" as a subject for application within this theoretical alternative. Since the early 1960s, when there was little data to substantiate the value of wilderness experiences, psychology has changed and expanded so that some of the new work in humanistic and transpersonal psychology may be able to give some important insights into this matter. This paper includes some of that thinking along with 1) proposing some criteria for a "successful" wilderness experience, and 2) generating some concrete ideas about documenting and substantiating some of these notions.

Method: Proposed Model or Explanation
Publication Type: Scientific Journal
Source: Unable to Identify

Call:
Descriptors: psychological significance/wilderness experience/humanistic psychology/ transpersonal psychology

Author: Thompson, Janna L.
Title: Preservation of Wilderness and the Good Life
Univ.: Source: Environmental Philosophy: A Collection of Readings. Robert Elliot and Aaron (Haran?) Eare (?). Eds. Penn State U. Press. 1983. pp.
Note:

Abstract: Almost every campaign for wilderness preservation makes an appeal, sooner or later, to the psychological value of wilderness. Though some feel diminished by the destruction of wilderness and species, others do not, preferring a park to an impenetrable forest, a lawn to a desert. In any case the need for wilderness has not always existed, and in the future it may no longer exist Doubts have been raised about the effectiveness of the psychological case for the preservation of wilderness. Perhaps what is actually being valued is not wilderness itself, but the mental states wilderness produces. The purpose of this essay is not to defend any particular idea of the good life, but to try to show how social criticism underlies ethical revolution: to show how a new environmental ethic can be possible.

Method: Proposed Model or Explanation
Publication Type: Book or Book Chapters
Source: Personal or Professional Knowledge

Call:
Descriptors: wilderness

philosophy/environmental ethics/

Author: Willis, Scott Cabot
Title: Wilderness Therapy: The Search For Healing, Health, And Wholeness In The Wilderness
Univ.: Fuller Theological Seminary, School Of Psychology (0371) **Degree:** PH.D. 1989. 410 pp.
Note: Downloaded from Dissertation Abstracts

Abstract: The purpose of this study was to examine how therapeutic benefits are achieved through human interaction and activity in and with the wilderness environment. Wilderness therapy was defined as the search for healing, health, and wholeness as can be found in adventure education (i.e., programmed wilderness activities) and wilderness experiences (i.e., unprogrammed wilderness activities).

Five dimensions of human healing and health were examined in light of the reported benefits of wilderness therapy. These five dimensions were: (a) the physical, (b) the cognitive, (c) the affective, (d) the social, and (e) the spiritual. Specific benefits and theories of change examined include physiological enhancement; behavioral change; educational development; mental health and restoration; anxiety and motivation; success and mastery; and interpersonal, impersonal, intrapersonal, and transpersonal relationships.

The element of transpersonal relationships in the spiritual health dimension has largely been ignored in the wilderness therapy literature. To fill this need, a review of the role of the wilderness in the history of the Christian church was presented to further an understanding of the ways in which God has used the wilderness environment to facilitate healing, health, and wholeness in human beings. It was concluded that wilderness therapy provides a sound psychological and spiritual foundation for the achievement of these therapeutic goals.

Method: Proposed Model or Explanation

Publication Type: Theses or Dissertation
Source: Literature Surveys

Call: DAI 49/12B, p.5537 Publication No.: AAC8904671
Descriptors:
Psychology/therapy/spiritual/healing

Books or Reference Books
-2 entries

Author: Ewert, Alan
Title: Outdoor Adventure Pursuits: Foundations, Models, and Theories
Univ.: 1989. 234 pp.
Note: Publishing Horizons, Inc. An affiliate of Gorsuch Scarisbrick, Publishers, 8233 via Paeo del Norte, Suite F-400; Scottsdale, Arizona 85258.

Abstract: What is it about outdoor adventurers that accounts for their "swimming against the tide" of our societal preoccupation with safety? What is it about their psychological makeup that doesn't set will with the trend toward a more stable and secure way of living? What needs of theirs are going unmet? What motivates them? What are the rewards of their involvement? Understanding the outdoor adventurer is critical not only for those who are responsible for planning outdoor recreation opportunities, but also for those who desire to know what it is about the larger culture that outdoor adventurers find so unappealing. The goal of this book is to provide a source of information that can be used by a variety of people with differing levels of expertise in the outdoor adventure pursuits field, from both academic and practitioner communities. This book is designed to provide a more scholarly approach to a field in which, heretofore, there has been relatively little formalized writing. Consequently, its orientation is highly theoretical and research-based. Chapter titles: 1) Outdoor Adventure Pursuits: An Introduction; 2) The History of Outdoor Adventure Programming; 3) Outdoor Adventure Pursuits and Education; 4) The Benefits of Outdoor Adventure Pursuits; 5) Risk-Seeking, Motivations, and Fear in Outdoor Adventure Pursuits; 6) Models and Theories in Outdoor Adventure Pursuits; 7) Research and Evaluation in Outdoor Adventure Pursuits; 8) Trends in Outdoor Adventure Pursuits; 9) Outdoor Adventure Pursuits and Different Populations and 10) The Professionalization of Outdoor Adventure Pursuits

Method: Books or Reference Books
Publication Type: Text Book
Source: Combination

Call: ISBN: 0-942280-50-4
Descriptors: history/outdoor adventure/education/benefits/motivations/models and theories/research and evaluation/trends/youth at risk/elderly/disabilities/ wellness/outdoor adventure as a profession

Author: Miles, John C.; Priest, Simon
Title: Adventure Education
Univ.: Western Washington Univ., Brock Univ. 1990. 471 pp.
Note: Venture Publishing, Inc.; 1999 Cato Avenue; State College, PA 16801.

Abstract: The subject of this book is adventure for the goals of growth and human development. adventure education involves the purposeful planning and implementation of educational processes that involve risk in some way. The risk may be physical, social, or spiritual. The defining characteristic of adventure education is that a conscious and overt goal of the adventure is to expand the self, to learn and grow and progress toward the realization of human potential. While adventure education programs may teach athletic skills, the teaching of such skills is not the primary educational goal. The learnings about the self and the world that come from engagement in such activities are the primary goals. On the surface, adventure education seems a simple process. Yet, as the authors in this volume suggest, there is more to it than is readily obvious. The aim of the process is to learn from risk-taking, not to be damaged or destroyed by it. Can programs involving real adventure also be run safely: Can educators ethically place young people in situation where there is real potential for harm? How are the risks and benefits of such activities to be weighed? The authors tackle these questions from various angles. The aim of this volume is to make a short step toward development of a

solid literature in adventure education and related fields. This volume is not a description of the field, though it is partly that. It is not a "how to" manual, though it contains practical ideas and discussions of the ways to approach training and safety management and other real problems of using adventure processes. It is an introduction to topics in the field of adventure education. The topics are the section headings. The treatments of these topics is not exhaustive. It is a start and nothing more. Sections headings: 1) Some Model Programs in Adventure Education; 2) Origins of Adventure Education; 3) Foundations of Adventure Education; 4) The Social Psychology of Adventure Education; 5) The Learning of Adventure Education; 6) The Leadership of Adventure Education; 7) The Management of Adventure Education; 8) The Setting for Adventure Education; 9) The Clients of Adventure Education; 10) A Global Perspective on Adventure Education.

Method: Books or Reference Books
Publication Type: Books
Source: Combination

Call: ISBM: 0-910251-39-8
Descriptors: adventure education/social psychology/leadership in adventure education/ management of adventure education/clients of adventure education/model programs

Unable to Identify

- 12 entries

Author: A product of the Outdoor Education for the Handicapped Project.
Title: A Guide to Outdoor Education Resources and Programs for the Handicapped.
Univ.: Kentucky Univ., Lexington KY. 1982. 186 pp.
Note: Office of Special Education and Rehabilitative Services (ED), Washington, DC. Division of Innovation and Development.

Abstract: The resource guide is designed to assist educators, park resource persons, and parents of disabled children in locating and identifying sources of information for developing, implementing, and evaluating outdoor education programs for all disabled children and youth. The guide has two main parts. The first part contains an annotated bibliography citing 182 special outdoor education, general outdoor education, funding, and accessibility resources; titles, addresses, and prices of 22 special and 23 general journals and newsletters; titles and addresses of 22 resource catalogs; names and addresses of 54 organizations concerned with outdoor/environmental education; telephone numbers and addresses of state outdoor special education directors; addresses and telephone numbers of 51 colleges and universities offering a curriculum emphasis in outdoor education and/or therapeutic recreation; and names and addresses of the 92 publishers of the resources first listed in the bibliography. a subject index lists 40 different descriptors cross references with bibliographic citations. The second part of the guide is an annotated directory of 172 separate outdoor education programs and centers--representing 28 states--which serve both disabled and non-disabled persons in either segregated or mainstreamed settings. Organized in either segregated or mainstreamed settings. Organized alphabetically by state, each entry provides the program's address, telephone number, name of contact person, type of disabled population served, and a brief description of services and activities offered.

Method: Unable to Identify
Publication Type: Published Report or Monograph
Source: Unable to Identify

Call: RC 015 879-880
Descriptors: accessibility for disabled/children/environmental education/bibliography

Author: Feingold, Bruce
Title: The Wilderness Experience: The Interaction of Person and Environment
Univ.: California School of Professional Psychology, Berkeley, CA. 1979.
Note: Dissertation

Abstract: The present study investigates how the shift from an urban environment to the wilderness for the urban recreationist (backpacker) contributes to different emotional, health-related, and aesthetic-transpersonal experiences. The urban and wilderness environment is examined along three common dimensions: (1) social/interpersonal demands, (2) sensory stimulation, and (3) motoric demands. The focus of the study is on the interaction between these environmental dimensions and experience. The effect of personality, demographic characteristics, and background experience on the person-environment interaction is also explored. An objective of the study is to separate out what changes in experience are due to vacationing and what changes are unique to vacationing in the wilderness.

Method: Unable to Identify
Publication Type: Theses or Dissertation
Source: Unable to Identify

Call:
Descriptors: urban vs. wilderness experience/vacation/health/ aesthetic-transpersonal/ emotional

Author: Hendee, John C. and Michael H. Brown
Title: How Wilderness Experience Programs Work for Personal Growth, Therapy and Education: An Explanatory Model
Univ.: Dean, College of Forestry, Wildlife and Range Sciences, University of Idaho; Moscow, ID; Human Resources Consultant; Springfield, Virginia ? 5--17 pp.
Note: Proceedings of a Special Plenary Session at the 4th World Wilderness Congress Estes Park, CO, September 16, 1987.The Highest Use of Wilderness, Using Wilderness Experience Programs to Develop Human Potential; the International Wilderness Leadership Foundation, Inc. in cooperation with The Wilderness Research Center, Univ. of Idaho; College of Forestry, Wildlife and Range Sciences; Moscow, ID 83843;

Abstract: Despite scores of studies on the effects of wilderness experience programs, there is little theory to guide research and program design. This paper proposes an explanatory model of how wilderness experiences can facilitate personal growth. Personal growth is defined as a continuum of effects, ranging from heightened awareness of deficit needs such as for esteem and confidence at the low end, to insight into one's behavior and values at the middle of the continuum, to major redirection of one's life at the high extreme. The personal growth continuum implies an evolving process of awareness of one's values, abilities, desires, goals and needs. The framework proposes that a continuum of personal growth-related effects may derive from wilderness experience programs depending on aspects of both participant, program instruction and relatedness to the participant's daily life. These postulates allegedly result in: 1) increased personal and 2) social awareness, leading to 3) a "growing edge" where core patterns of behavior, values and beliefs can be evaluated by the participant with the benefit of 4) inspiration from primal stimuli of the wilderness environment and experience. Applications of the model to guide future research, program design, personal use of wilderness and wilderness management are suggested.

Method: Unable to Identify
Publication Type: Conference Proceedings
Source: Personal or Professional Knowledge

Call:
Descriptors: wilderness program theory/model for personal growth/applications

Author: Langsner, Stephen Jay
Title: Outdoor challenge education and self-esteem and locus of control of children with behavior disorders
Univ.: Thesis - Indiana Univ. Microfiche. Eugene: Microform Publications, College of Human Development and Performance, Univ. of Oregon, 1987. 2 microfiches: negative. 1986.
Note:

Abstract:
???

Method: Unable to Identify
Publication Type: Theses or Dissertation
Source: Unable to Identify

Call:
Descriptors: outdoor education/self-perception/behavior disorders

Author: Lunke, James Richard , Jr.
Title: Using The Wilderness As A Facilitator For The Growth Of Self-Concept
Univ.: The Union For Experimenting Colleges And Universities (0557) Degree: PH.D. 1982. 117 pp.
Note: Downloaded from Dissertation Abstracts

Abstract: A great deal has been written and discussed about man's coping with the psychological stresses of our modern society. Most of the recommended treatments begin after the individual exhibits symptomology that indicates a need for relief from his or her stressful situation.

This study concerns a program where

the participants were exposed to physical and emotional stresses in a mountaineering situation. The participants had no experience in such endeavors. The idea was to show each person that their tolerance for stress in such situations was far greater than their expectations. The program would provide a series of stressful activities that each participant could accomplish successfully, and every success would then add to that person's positive feelings about his or her capabilities. The ultimate goal was to see if the participants would exhibit any signs of being better able to handle other stresses in their lives after they had completed the program.

The program was run in the Sierra Nevada Mountains of California. The participants were volunteers, both graduate students and faculty, from John F. Kennedy University in Orinda, California. The only requirements were that the group would consist of four men and four women, over the age of thirty, with no previous mountaineering experience. The course lasted six days, providing a variety of mountaineering activities, and was led by this investigator.

The study itself consists of an introductory chapter; a chapter on the writer's philosophical foundations and ideas on stress and self-concept; a chapter on Outward Bound Schools and their philosophy from which a great deal of the program ideas evolved; a chapter on methodology used in the study; a chapter describing the program itself; and a chapter outlining the writer's conclusions and hypotheses meriting further investigation.

The conclusions of this study reaffirm this writer's convictions about the value of our wilderness areas. Backpacking or mountaineering ventures such as this program bring people back to reliance upon themselves and a small group of fellow expeditioners. The trappings of civilization are left behind and only the comforts that we can carry on our backs are there for us to enjoy. This basic confrontation with nature shows us that we can be more than we are and that we need our wilderness areas to facilitate that understanding.

Method: Unable to Identify
Publication Type: Theses or Dissertation
Source: Unable to Identify

Call: DAI 43/12B, p.4128 Publication No.: AAC8309706
Descriptors: Psychology (0621)/self-concept/self-esteem/stress/Outward Bound/expectations

Author: Manning, Robert E.
Title: Social Research in Wilderness: Man in Nature
Univ.: School of Natural Resources, University of Vermont, Burlington, VT. ? pp.
Note: source ?

Abstract: Wilderness has special value as a social science laboratory for understanding man's relationship to nature. This paper reviews human use of wilderness with the purpose of understanding this relationship better and illustrating the value of wilderness for social research.

Method: Unable to Identify
Publication Type: Unable to Identify
Source: Unable to Identify

Call:
Descriptors: wilderness philosophy/social research/recreation/man-nature relationship/spiritual values

Author: Perdue, R. R.; Warner, D. S.
Title: Environmental Education and Attitude Change
Univ.: Dept. Recreation & Parks TX A & M Univ., College Station, TX 77843. 1981. 25-28 pp.
Note: Journal article: J. Environmental Educ.; vol. 12, no. 3.

Abstract: The purpose of the research reported by this paper was to assess the degree to which participation in an environmental living Practicum contributes to the development of environmental attitudes. Specifically, the nature

and patterns of change in attitudes toward the various characteristics, features, and uses of wilderness were studied relative to participation in the Wilderness Survival course offered at the University of Wyoming, Summer School 1976. The focus of the course was a seventeen-day wilderness backpacking trip.

Method: Unable to Identify
Publication Type: Scientific Journal
Source: Unable to Identify

Call:
Descriptors: environmental attitudes/wilderness survival

Author: Phifer, John Dwaine
Title: Family Stress, Antisocial Behavior And The Behaviorally/Emotionally Disturbed Girl (Emotionally Disturbed)
Univ.: The University Of North Carolina At Greensboro; Degree: Ph.D. 1992. 193 pp.
Note:

Abstract: The contribution of family stressors to a behaviorally/emotionally disturbed girl's level of antisocial behavior was assessed to develop a profile of such girls and their families in order to identify counseling interventions. The total sample size was 328 girls between 10 and 16 years of age enrolled in the Eckerd Wilderness Educational System (EWES) camping program between 1982 and 1987. The typical girl in this study was white, fourteen and one-half years old, Protestant, and low-average intelligence. She was in the program about a year. Her most prevalent antisocial behavior was school truancy associated with later classification as either a dependent adjudicated adolescent or as a delinquent adjudicated adolescent. She tended to use alcohol more than drugs. In school, she received special education services through a self-contained Emotionally Handicapped classroom. She repeated first grade. She reentered her community school in either the eighth or ninth grade.

In a typical EWES family, a natural mother had custody of her daughter, and she lives in the mother's home. The natural mother was married, resided in the suburbs of a city, and was a high school graduate. Family income ranged between $9,000} and {\$24,000 per year. Parental substance abuse was a major problem. Sexual abuse of the girl was more prevalent than physical abuse and neglect.

Two multiple regression analyses indicated that type of home community, parental marital status, parental education, parental substance abuse and a girl's living arrangements were predictive of the severity of her antisocial behavior. Two stepwise logistic regression analyses indicated that parental substance abuse, marital status, child custody and family income are useful in identifying both the type and the severity of a girl's antisocial behavior.

An unequal N analysis of variance yielded no significant results in determining whether parental sexual abuse, physical abuse, neglect or substance abuse contributed more to a girl's antisocial behavior. Likewise, two ANOVA's yielded no significant results in differentiating between the mean values for antisocial behavior exhibited by girls grouped by sexual abuse, physical abuse, and neglect.

Method: Unable to Identify
Publication Type: Theses or Dissertation
Source: Unable to Identify

Call: DAI-A 53/10, p. 3446, Apr 1993
Descriptors:

Author: Ramsey, Shiela
Title: The Therapeutic Use of Wilderness
Univ.: Presented at the Southern African 1989 Wilderness Conference, Technikon Natal, Durban. 1989.
Note:

Abstract: This paper attempts to demonstrate that primitive trails, like those conducted by the Wilderness Leadership School in the Umfolozi wilderness area, provide a psychologically healing experience for people. It is offered as

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yet another plea for the conservation of these wild places. We are only beginning to understand the complex relationship we have with the natural world and its connection to our psychological well-being.

Method: Unable to Identify
Publication Type: Conference Proceedings
Source: Unable to Identify

Call:
Descriptors: wilderness philosophy/personal growth/societal needs/Jung

Author: Roggenbuck, Joseph W. and Alan E. Watson
Title: Wilderness Recreation Use: The Current Situation
Univ.: Virginia Polytechnic and State University, Blacksburg, VA; Intermountain Research Station, Missoula, MT. 346-356 pp.
Note:

Abstract: The total amount of recreational use of the National Wilderness Preservation System is currently at about 14.5 million visitor days per annum. Trends indicate a stable or declining overall use; use on a per acre basis is declining. The common stereotype of the wilderness user as young, wealthy, urban, leisured, and a nonresident of the State or region is largely incorrect. The one characteristic that does sharply distinguish wilderness users is their very high education level. Use patterns in wilderness also differ from commonly held perceptions. Size of individual user groups is small, and getting smaller. Most visits are day-use only. Distribution of use is highly skewed toward weekends and summers, but the trend is toward increased dispersal of use across time and space. Higher impact and consumptive activities like hunting and horse use are declining as a percentage of total use.

Method: Unable to Identify
Publication Type: Published Report or Monograph
Source: Unable to Identify

Call: Int. 4901; Pub. #191
Descriptors: Usage trends/incorrect user stereotypes

Author: Rolston, Holmes
Title: Beyond Recreational Value: The Greater Outdoors Preservation-Related and Environmental Benefits
Univ.: Colorado State Univ. 1986. V-103-113. pp.
Note: In A Literature Review Appendix to the Report to the President's Commission on Americans Outdoors. Washington, DC: US Government Printing Office.

Abstract: The word "recreation" contains the word "creation". On first analysis, recreation typically benefits Americans because it re-creates, rejuvenates them when they are worn from work. At deeper analysis, when such recreation takes place in the natural environment, the creation is the context of human re-creation. Preserved by humans, perhaps as a park, a wilderness, a wildlife refuge, the natural world preserves human life--by re-creating it. Persons go outdoors for the repair of what happens indoors. They leave the built, cultured environment to seek the natural environment. At times this may be just recreation, quite beneficial and hardly different from indoor recreation. But often there is more, and this "more" needs to be explored. In the outdoors, one "touches base" with something greater than can be found indoors. Encounter with creation re-creates. Such benefits are philosophical and intangible, but real and deeply felt. Can they be made explicit?

Method: Unable to Identify
Publication Type: Published Report or Monograph
Source: Unable to Identify

Call:
Descriptors: benefits/re-creation/Americans/philosophy

Author: Steeples, Couglas and Others
Title: Earlham College Wilderness Program. Instructors Manual.
Univ.: 1975. 158 pp.
Note: Not available in paper copy due to small print size; available in microfiche only.

Abstract: The major resource for instructors in training for the Earlham College Wilderness Program, this manual covers the philosophy, academics, teaching methodology, and logistics of the program. It is designed as a field manual for the month-long programs (either mountaineering or canoeing) offered to Earlham students and contains information most applicable to the field situation. The manual is organized in three sections: Program philosophy and Policy, Instructional Materials, and Logistics. The first section lists program goals, discusses the role of the instructor as participant-leader in the expedition group, and outlines specific instructor responsibilities ranging from the inspection of student gear to the communication of program philosophy. The second section contains information on group dynamics with emphasis on the stresses of the wilderness expedition; covers essential wilderness skills and safety and survival procedures; and presents background information on Western Ontario, where the Wilderness Program is conducted, including regional geology, plant and animal life, history and culture of the Ojibway Indians, and the significance of the region in the fur trading era. The final section gives detailed procedures (specific to the Earlham program) for outfitting, caravan travel, and check-in at the end of the expedition.

Method: Unable to Identify
Publication Type: Theses or Dissertation
Source: Unable to Identify

Call: ERIC ED179322; ERIC Issue RIEAPR80
Descriptors: College programs/teaching methodology/logistics/field manual/mountaineering or canoeing/group dynamics/safety and survival/Ojibway Indians

Author: Uhlendorf, Karen Jane
Title: An investigation of outdoor adventure leadership and programming preparation in physical education baccalaureate degree programs
Univ.: Thesis--Univ. of North Carolina at Greensboro, 1988. Microfiche. Eugene: Microform Publications, College of Human Development and Performance, Univ. of Oregon, 1990. 5 microfiches: negative. 1988. 389 leaves
Note: typescript

Abstract: ??

Method: Unable to Identify
Publication Type: Theses or Dissertation
Source: Unable to Identify

Call:
Descriptors: recreation leadership/outdoor education teacher training/competency based education

Author: Zook, Lester R.
Title: Outdoor Adventure Programs Build Character Five Ways
Univ.: 1986. 54-57 pp.

Note: Parks and Recreation, Issue no. 21, January 1986.
Abstract: In considering the advantages of being part of an organized society, we sometimes overlook the unfulfilled needs of the inner person. As the emphasis shifts from people to things, relationships suffer, and creativity and self expression take a backseat to productivity. Zest for life in all its dimensions may be replaced by a dread of going to work; and to some people, the paycheck may seem the only reward that warrants their expending significant effort for gain. The growth of recreation is evidence that Americans have perceived this dilemma and are becoming willing to allow personality development to co-

exist with vocation. One form of recreation--outdoor-adventure programming--can provide opportunities for personal growth in several areas commonly neglected by our mechanistic society.

Method: Unable to Identify
Publication Type: Trade Journal or Popular magazine

Source: Unable to identify

Call: IDA GV421.P3
Descriptors: socio-psychological factors/education/risk/leadership/human development

Conclusion

Annotations are given for a total of 187 pieces of research based literature, including published material with ideas and facts pertinent to an enhanced understanding of the use of wilderness for personal growth, therapy, education, and leadership development. Documents were also evaluated for the type of publication, the source of the data on which they were based, and the principle research method utilized.

Findings tend to support the notion that participation in wilderness experience programs results in positive benefits, such as enhanced self esteem and sense of personal control, and negative results from participation are virtually non-existent. However, this compilation of research based literature suggests that much of the research in the field is reported in non-peer reviewed outlets and "grey" literature, with less than expected in scientific journals and serialized professional outlets. Consistent with this observation is a lack of rigor noted in the sources of data on which the findings are based (heavy to surveys) and the principle research methods used (few experiments or comparative studies). Additionally, there are very few long term studies.

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Appendices

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